NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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Howard Carroll

FOR P.M. RELEASE
Tuesday, May 31, 1966

Begin School At Age Four,
EPC Recommends In Report

WASHINGTON, D. C., May 31--A bold and revolutionary proposal aimed at providing early schooling for some 5 million of the nation's four and five-year-olds by reducing the starting school age by two years--from six to four--was urged today by the Educational Policies Commission (EPC).

In a publication by EPC, the traditional practice of starting children to school at six was described as "obsolete" since most children at that age "have already developed a considerable part of the intellectual ability they will possess as adults."

The Commission is jointly sponsored by the National Education Association and the American Association of School Administrators and publishes statements of proposed policy regarding the conduct of education in the United States and the international relationships of American education.

The Commission pointed out that of the nation's 8,400,000 four and five-year-olds some five million of them are not now in school.

"It is reasonable to conclude that the postponement of an educational contribution by society until children reach the age of six -- widely accepted as the normal age for beginning school--generally limits the flowering of their potential," the Commission asserted.

EPC recommends that the federal government provide general support for early schooling and urges all levels of government to cooperate in obtaining the funds to be administered as an integral part of public education.

(More)

It called attention to the fact that disadvantaged children are in the greatest need of early schooling because of their deficient cultural background.

Moreover, many children are further disadvantaged, the Commission stated, because they are "victimized by racial prejudice" and therefore create a "disparaging image of themselves by the age of five or six."

However, the disadvantaged are not confined to the culturally deprived and those children victimized by racial prejudice, the Commission noted.

Other children who are disadvantaged, according to EPC, are the pampered, those whose parents are obsessed with the need to impress and achieve, those--regardless of economic background--whose parents show them little love, those who have little chance to play with other children of other backgrounds, and those with physical handicaps.

"Early education could help all these children," the Commission declared.

And early schooling, the Commission said, is recommended for all children, not just to offset cultural deficiencies, but also "because they are ready by the age of four for a planned fostering of their development and because educators know some of the ways to foster it through school programs."

The Commission said that early education has long been available for well-to-do families and noted that governments are now providing help in this area for some children from poor families.

"But the large middle group should have the same opportunities," EPC declared, adding: "The opportunity for early education at public expense should therefore be universal."

The Commission contends the advanced schooling plan would reduce expensive remedial programs and lower the school dropout rate.

Furthermore, said EPC: "The nation would benefit, too, from the knowledge that public educational funds are being spent with greater efficiency, from a new national

(More)

unity based on increased respect for nonwhite groups as they develop their talents more completely, and from the awareness that greater recognition is being given to the ideal of human dignity."

While proposing to reduce the beginning school age to four, the Commission does not intend to give four and five-year-olds a watered-down version of the present first grade program.

"We envision a program uniquely adapted to children of ages four and five; the program for six-year-olds would be altered to take into account the earlier schooling of the children, rather than vice versa," explained EPC.

And the Commission makes it clear that early schooling, as it proposes, is not pre-schooling because education at this stage "can affect the character of the child and all his future life more deeply than his education at any later period."

In stressing early schooling, the Commission, at the same time, recognizes that "family life must be strengthened--not replaced."

"The need is for a complement, not an alternative, to family life," said the Commission. "But the need is compelling."

EPC maintains that school-home cooperation is vital at the four and five-year-old level. It urges mothers to make it a "common practice" to accompany their children to school and become involved in the school experience.

# # #

5/31/66

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FOR IMMEDIATE RELEASE

NEA Receives $411,000 Grant
From OEO To Assist Youths
In Job Corps Centers

WASHINGTON, D.C.--The National Education Association (NEA) has joined with the Office of Economic Opportunity in a far-reaching partnership involving a grant by OEO of $411,000 to boost the level of learning for many undereducated youths from ages 16 to 22.

Each of four school systems is providing six teachers and counselors to work in Job Corps Conservation Centers for one year. Then the teachers and counselors expect to return to their own schools to introduce new teaching methods they have tried out.

William G. Carr, NEA Executive Secretary, said the new relationship with the Job Corps is very significant.

"The project is designed to establish an effective means of communication between an agency of the federal government and the teaching profession," Dr. Carr stated.

"It will make available to the Job Corps the accumulated skills of a group of selected teachers...I feel certain the project will result in improved education for an important segment of the nation's young citizens," Carr added.

The four school systems supplying teachers or counselors are: Atlanta, Ga.; Detroit, Mich.; Seattle, Wash.; and Simi Valley, Calif.

They will add to the staffs at four widely separated centers: Liberty Park (formerly Ellis Island) in Essex County, N.J.; Ripton, Vt.; Luna at Las Vegas, N. Mex.; and Marsing, Idaho.

NEA will be an over-all supervisor of the project under Robert A. Luke, director of NEA's Division of Adult Education Service.

NEA will disburse funds for the project to the four participating school districts. Teachers on leave of absence to work in a Job Corps Center will be paid directly through their own school district.

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Until now, Job Corps Centers have been staffed with limited participation among teachers. Teachers have often been reluctant to turn to the Corps lest they lose seniority and other benefits earned over many years.

With NEA innovations, every effort is being made to preserve the benefits they have gained over years of regular employment in a public school district.

Job Corps Director Franklyn A. Johnson has heartily endorsed the plan for cooperative planning with NEA and the school systems. He said:

"We feel that much of this technique and material can be put to good use in regular school systems. This contract will enable us to start this cross-fertilization."

The big point is not the work that the teachers will do for the Corps alone, important as that is, NEA believes. The big step forward is that teachers in this initial project will be developing new techniques for education that can reach throughout the nation to benefit the young people who require assistance.

Teachers who return from the Corps and go back to their community school can make the big start in devising adult education programs, as well as regular day school programs, NEA's Luke maintains.

But, he cautions, a radical departure from educational experiences of the past is needed if disadvantaged young adults--either in or out of school--are to benefit.

It is possible, Luke holds, that the six people from a Job Corps Center can--with local school support--continue as a team and build the needed experimental educational programs in their own community.

# # # 5/27/66

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FOR RELEASE
THURSDAY PMs,
May 26, 1966

TEACHERS FROM FOUR SCHOOL SYSTEMS TO WORK IN JOB CORPS CENTERS

The Office of Economic Opportunity and the National Education Association have signed a $410,000 contract, which will enable 24 teachers and counselors to work in Job Corps Conservation Centers for a year and then spend a year introducing new teaching methods and materials in their own school systems.

Sargent Shriver, Director of OEO, said the contract will make it possible to start feeding the educational innovations of the Job Corps program into the public school systems.

The four school systems which will supply six teachers and counselors each are those of Atlanta, Detroit, Seattle and Simi Valley in California.

The teachers and counselors will augment the staff at four conservation centers -- Liberty Park in Hudson County, N.J., Ripton, Vt., Luna at Las Vegas, N.M. and Marsing, Idaho.

Dr. Franklyn A. Johnson, Director of Job Corps, said the NEA contract marks a milestone in the history of the program.

"This arrangement with NEA and the four school systems will make it possible to spread the methods used so successfully in Job Corps centers through local communities," he said.

"We have taken the best that American school systems offer and have added new techniques and materials designed specifically for the youngster who failed to benefit from regular schooling.

"We feel that much of this technique and material can be put to good use in regular school systems. This contract will enable us to start this cross-fertilization."

"The National Education Association has long been concerned with the problems of undereducated youths and feels that this new relationship between local school systems and the Job Corps is very significant," said Dr. William G. Carr, NEA Executive Secretary.

"This project is designed to establish an effective means of communication between an agency of the federal government and the teaching profession. It will make available to the Job Corps the accumulated skills of a group of selected teachers.

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"The four school systems involved and the teachers who will be staffing this project are to be congratulated for their willingness to contribute their insights to the Job Corps program. I feel certain the project will result in improved education for an important segment of the nation's young citizens."

Two other new developments in Job Corps centers involving nearby universities and colleges are being launched:

College students are beginning to work in conservation centers under the Work Study Program.

College seniors will serve an "internship" in Job Corps centers.

Both programs will be expanded during the next fiscal year.

Most American universities and colleges are receiving Work-Study Program funds from the Department of Health, Education and Welfare for on-campus jobs to provide needy students with additional funds. Off-campus work in Job Corps centers has been approved as part of the program.

Students at Clarion State College in Clarion, Pa., have been working 15 hours a week at the Blue Jay Job Corps Conservation Center at Marienville, Pa., this Spring. They will work a 40-hour week during the Summer.

Similar arrangements are expected to be completed soon for students at the University of Maine, to work in the Acadia Job Corps Conservation Center at Bar Harbor, Me.; Dakota Wesleyan College at the Boxelder Conservation Center at Nemo, S.D., and Portland State College at the Timber Lake Conservation Center at Estacada, Oregon.

Fifteen other colleges have indicated an interest in making similar arrangements for their students.

Work-Study college students serve as aides in educationl, recreational and vocational program areas. The minimum wage being offered on Work-Study Program funds is $1.25 an hour.

The internship "practice teaching" program calls for using college seniors, in the upper half of their class, majoring in the fields of basic or remedial education, recreation, industrial arts or vocational education, psychology, physical education, counselling, sociology or health education.

The college student will provide instruction in his major field as well as serving as a resident worker in a 24-hour a day, seven days per week residential living situation.

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It is planned to have a two-man team from a college serve eight weeks before returning to campus. They would be paid approximately $50 a week but they would be required to pay the nominal room and board at the center. Students would receive credit for this "practice teaching," depending on the state rules of teacher accrediation.

The first such intern "practice teaching," starting this Fall, involves Clarion State College. Agreements with six other colleges are in various stages of discussion.

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FOR IMMEDIATE RELEASE

Sixteen National School Bell Awards
Salute Quality of 1966 Education Coverage

WASHINGTON, D. C., May 27, 1966 -- Twelve national magazines, a national newspaper, and three network television projects were named today as winners of the 1966 National School Bell Awards.

The awards, designed to salute distinguished coverage of education by all communications media, have been sponsored by the National Education Association and five other national organizations in the education field for the past 11 years. Winners receive lucite-encased bronze medallions depicting in relief an old-fashioned school bell.

Announcement of the winners was made by H. Bailey Gardner, president of the National School Public Relations Association, administrative agency for the awards. Dr. Gardner is director of public information services for the public schools at Kansas City, Mo.

Magazine winners this year are Changing Times, Ebony, Harper's, Redbook, Saturday Review, Fortune, McCall's, Reader's Digest, Look, U. S. News & World Report, The Reporter, and The Rotarian. The award in the press field goes to The National Observer. ABC, CBS, and NBC won firsts in the broadcast field.

The 1966 magazine awards include several newcomers as winners, but also many publications that have demonstrated consistent interest in quality education reporting over the years. Among these are Look, which has received an award every year since the awards were founded, and Changing Times which has won six times in the past.

Four monthlies and one weekly magazine won awards for the continuous and consistently excellent quality of their reporting. Among these was Changing Times

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which printed 18 major articles on education during the 1965-66 year. Among them were samples of the regular column by Senior Editor Sidney Sulkin which surveys trends in education each month.

Ebony, another monthly, represented by seven major articles this year, was also cited for its continuous coverage. The awards committee found the magazine's treatment of integration in Negro colleges, the Wilmington plan to upgrade education in changing neighborhoods, and other articles to be constructive and stimulating.

Eight articles in Harper's, most of them on major current concerns in higher education, rated a top award, as did the five articles carried by Redbook, which emphasized education in the primary years. Three of the five Redbook articles were written by Bernard Asbell.

The weekly magazine Saturday Review was cited for its continuous coverage in articles which ranged from the schools of Appalachia and "all-white" school textbooks to college admissions and teaching about venereal disease.

Three monthlies--Fortune, McCall's, and Reader's Digest were saluted for their distinguished interpretation of education issues.

Fortune's award was based on the two-part series: "On the Campus: A Troubled Reflection of the United States" by Max Ways, September and October 1965.

McCall's won for its single article, "Teachers Who Make Children Hate School" by Samuel Grafton, January 1966; and Reader's Digest was cited for the article, "How To Go to College on Nothing a Year," by Lester Velie, February 1966.

In the weekly or biweekly field, the winners of the continuous coverage citations were Look, represented by 16 articles ranging from "Oklahoma's Education War" and "The Plot To Take Over the PTA" to major articles on sex

(More)

education and testing; and U. S. News & World Report for 10 articles on diverse subjects, including junior colleges, big-city schools in trouble, getting into college, and analyses of how federal monies for education are being spent.

The single article, "Integrating the Negro Teacher Out of a Job" by Barbara Carter, which appeared in the August 12, 1965, issue of The Reporter, was selected for an award because of its thoughtful analysis of a growing educational problem.

Another single article, this one in a specialized audience magazine, won an award for The Rotarian. The winning story was "Give Them Libraries," by Mary V. Gaver, published in the March 1966 issue.

In the press field, The National Observer walked away with its second National School Bell Award in two years. The 1966 medallion was awarded to this national newspaper for the articles by Education Writer Jerrold K. Footlick which were later reprinted in the 176-page Newsbook, "Education--A New Era," published February 14, 1966. The committee felt that these reports in depth contributed greatly to the general public understanding of current controversial issues in education.

In the broadcast field, the award for distinguished documentary interpretation of education in a single program went to ABC News and to David L. Wolper productions for "The Teenage Revolution," broadcast on the ABC Television Network, October 29, 1965.

Another winner was CBS News for the national testing series which included "The National Drivers' Test," broadcast first on May 24, 1965, and repeated August 30; "The National Citizenship Test," broadcast November 23, 1965; and "The National Health Test," on January 25, 1966. All were aired by the CBS Television Network.

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The National Broadcasting Company received its award for distinguished dramatic interpretation of education for the single program, "Inherit the Wind," in the "Hallmark Hall of Fame" series, broadcast on the NBC Television Network, November 18, 1965.

The five national organizations which sponsor the National School Bell Awards, in addition to NEA, are: the American Association of School Administrators, Council of Chief State School Officers, National Association of Secretaries of State Teachers Associations, National Congress of Parents and Teachers, and the National School Boards Association.

# # #

5/27/66

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Robin Dorr

FOR RELEASE: Saturday
May 21, 1966

Teachers in Slum Areas
To Receive Grants

WASHINGTON, D.C.--A unique project involving direct financial aid to teachers working in deprived areas was announced today by the National Commission on Teacher Education and Professional Standards (NCTEPS).

Six teachers working in slum areas in California and Washington will receive grants of $500 to $1000 each over a two-year period. The grants will go toward developing innovative and significant projects that these teachers have either begun in their school programs or have proposed.

"These grants are significant because of the concept behind them--direct financial aid to selected teachers," according to Don Davies, executive secretary of NCTEPS. "Compared to the staggering six, seven, and eight-figure grants to education this project may seem small by comparison. In the long run, however, this may be as important as more massive efforts. It is our pleasure to be a part of a project which gives direct support to teachers--the most important ingredient of education," Davies said.

If successful, the project will extend to other parts of the nation, Davies added. Direct financial aid to teachers rather than to the school system not only cuts through the bureaucratic confusion that often attends the granting of funds, but gives the teacher considerably more freedom in carrying out a project, Davies said.

Sponsoring this direct-aid project is the Sears Roebuck Foundation (Western area), the NCTEPS, the California Teachers Association (CTA), and the Commission on Teacher Education and Professional Standards of the Washington Education Association (WEA). NCTEPS is a Commission of the National Education Association.

(More)

The purposes of the grants are to encourage creativity and initiative on the part of elementary and secondary school teachers, to provide recognition to teachers doing exceptional work in underprivileged areas, and to bring these teachers to the attention of the public, the teaching profession, and prospective teachers. Emphasis will be on the close working relationships that teachers have with the agencies and community in the area surrounding the school.

Grants will be made on projects which emphasize these major features:

- Improving the relationship between the community and the school.
- Improving the education of disadvantaged children and the quality of life in the community.
- Demonstrating ways in which teachers can work effectively with educational and community agencies.
- Providing for the active participation of one or more prospective teachers.

The grants will be made to two teachers in each of three metropolitan areas: Los Angeles, San Francisco-Oakland, Seattle-Tacoma. Guidelines have been set up by the NCTEPS, and each metropolitan area has appointed a Project Advisory Committee which will review teacher nominations solicited.

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5/21/66

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**Tom Hawkins**

**FOR IMMEDIATE RELEASE**

**Professor Robert Gilstrap of Florida U. Named To Head**
**NEA Department for Elementary-Kindergarten-Nursery Education**

WASHINGTON, D. C., May 10--Robert Gilstrap will become the first executive secretary of the Department of Elementary-Kindergarten-Nursery Education (EKNE) in September, the National Education Association announced today.

He is presently assistant professor of elementary education at the University of Florida, Gainesville, and has held that post since 1963. Gilstrap will devote much of his time to management operations. Ethel Thompson, consultant for EKNE will continue her work in publications.

Under Gilstrap, EKNE hopes to expand its services which are designed to meet the needs of youngsters from preschool through sixth grade.

Gilstrap earned his A.A. degree at Kilgore (Texas) College in 1953; his B.S. at North Texas State University, Denton, in 1954 and his M.Ed. at that school in 1960. He took his Ed.D. at George Peabody College for Teachers, Nashville, Tenn. in 1963.

He has taught fourth grade at the North Texas State University Laboratory School, and sixth grade at the San Leandro Independent School District, Calif.

Gilstrap was graduate supervisor and instructor at the George Peabody College for Teachers, Nashville, Tenn., from Sept. 1962 through Aug. 1963.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

His professional organizations include Phi Delta Kappa, Association for Student Teaching, Association for Childhood Education International, National Education Association, Department of Elementary-Kindergarten-Nursery Education, Florida Education Association, and the Association for Supervision and Curriculum Development.

Gilstrap was co-author of "The Sultan's Fool and Other North African Tales" in 1958, and saw an Arabic edition through the press in 1961. He has also written reviews for educational publications and articles on individualizing spelling instruction in the intermediate grades, a report on teacher education, and a guide for student observers of the teacher in action.

Gilstrap, born in Marshall, Texas, in August 1933, is married and the father of one son. From the fall of 1954 to the spring of 1958, he was a member of the U. S. Air Force with overseas duty in Tripoli, Libya.

# # #

5/10/66

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RELEASE AT WILL

Bill of Rights Stamp Designed by Herblock
To Be Issued July 1 at NEA Convention

WASHINGTON, D. C., May 8--The paths of Pulitzer-prizewinning Cartoonist "Herblock" and the National Education Association will cross again July 1 on the final day of the NEA's annual convention in Miami Beach, Fla.

That is the date and locale set by the Post Office Department in cooperation with NEA for issuance of a new U. S. five-cent postage stamp designed by Mr. Block commemorating the 175th anniversary of the Bill of Rights.

The "Free to Teach" theme of the convention in which 10,000 teachers from all parts of the country will participate was felt to be an appropriate occasion on which to honor the anniversary of the first ten amendments to the Constitution which established freedom of religion, speech, press, the right to a jury trial and other safeguards to human rights.

Postmaster General Lawrence F. O'Brien has accepted an invitation from NEA President Richard D. Batchelder to address convention delegates on Friday, July 1.

Herblock (Herbert C. Block) has won many salutes from the teaching profession for his penetrating cartoons on education. For example, he was named 1963 winner of the Golden Key Award by NEA and five other national education organizations.

His red, white, and blue design for the Bill of Rights stamp shows the hand of freedom opposing the gauntleted fist of tyranny.

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5/8/66

May 8, 1966

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ALICE MORTON
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B 3

FOR RELEASE: SUNDAY
May 8, 1966

Educational Policies Commission Exhorts
Schools To Promote "Spirit of Science"

WASHINGTON, D. C., May 8--The prickly nonconformist child forever asking Why and How should be supported, not squelched, by his school experience.

He represents the scientific spirit that all schools should encourage in line with their goal of producing rational thinkers, says the Educational Policies Commission (EPC) in a new statement published this week.

(The influential 16-member EPC sponsored by the National Education Association and the American Association of School Administrators issues long range statements of educational policy, many of which have had major impact in the academic world.)

The new statement "Education and the Spirit of Science" declares that schools should promote understanding and practice of the values on which all science, indeed all true scholarship, is based--the longing to know and understand, the questioning of all things, the search for data and their meaning, the demand for verification, respect for logic, consideration of premises and consequences.

Such values, it says, are "part and parcel of any true education"..not to further the production of more physicists, biologists or mathematicians, but to develop persons "whose approach to life as a whole is that of a rational person."

(More)

Nurturing of the scientific spirit in schools, EPC warns, will not make anyone's job easier or more comfortable, for scientific values imply a suspicion of absolutes and certainties, a kind of working skepticism and challenge. The scientific spirit is unsettling and disruptive of tradition. It demands intellectual flexibility, creativity, and a willingness to change.

Indeed, putting the scientific spirit to work requires schools to abandon the traditional view of teaching as the indoctrination of students with superior knowledge and wisdom, and instead to promote the development of the learner from within.

Adding more science courses to the curriculum, says the EPC statement, would not necessarily achieve understanding of scientific values.

"Indeed, science can be so taught as to be irrelevant or even opposed to the scientific spirit. Efforts to discourage challenges to traditional beliefs and attempts to indoctrinate are probably widespread in every school system, however advanced the content of the science courses."

The report also criticizes the "thorough compartmentalization of subjects in a school" as in conflict with human experience and the best interests of human development.

The values of the spirit of science, says EPC, should permeate the educative process, serving as objectives of learning in every field, including the humanities and practical studies.

Such an education, it concludes, can turn the child's curiosity into a lifelong drive, give him many alternatives for satisfying that curiosity, and instill in him a knowledge of the limits within which his curiosity can operate.

# # #

5/8/66

5/6/66

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**FOR IMMEDIATE RELEASE**

**Pros and Cons of National Educational Assessment Debated in New NEA Booklet**

**WASHINGTON, D.C.--A new and heated issue for schools is a proposed national assessment aimed at determining the level of education achieved under the present school system.**

**Educators in many cases believe that an assessment--a new evaluation--of the nation's educational performance in elementary and secondary schools is desirable.**

**Other schoolmen, however, fear that a national program of educational assessment would eventually result in involvement by the federal government in establishing educational standards for all children with local systems playing a diminishing role in this field.**

**Attitudes on the need for an assessment vary from good to "maybe" and bad. The real furor is over new testing operations.**

**Such are some of the opinions expressed in "National Educational Assessment -- pro and con," a new booklet by the National Education Association.**

**Francis Keppel, former U.S. Commissioner of Education and Assistant Secretary for Education at the Department of Health, Education, and Welfare, writes:**

**The U.S. Office can count teachers, children, and school buildings, but as yet we do not know how much our children really know, the subjects in which they are strong or weak, the relation between income levels and learning, and a host of other matters.**

**The so-called "evils of testing" is under fire. Some hold that we have more tests right now than we know what to do with. Others declare that national testing would ultimately force conformity upon all our schools.**

(More)

Personally, Keppel says, he is opposed to any mammoth national testing of all children. He is convinced that statistical sampling is well advanced and can produce answers accurate within five percent, even from very small samples...perhaps only one percent of the children, but certainly much less than 10 percent.

Banesh Hoffmann of Queens College, City University of New York, holds that a governmental testing program with large numbers of students could set a federal seal of approval on a partly blind method of evaluation. He opposes "mechanized tests" and contends that gifted teachers would dislike to have their work federally evaluated by such methods.

But, says Hoffmann, the Carnegie Corporation, with private funds, plans a small sampling of students which would afford a superb opportunity to explore the situation. If Carnegie's program is developed with boldness it could provide valuable information about American education. But if the program ends as little more than a rehash of current objective tests "let us have none of it. It will do more harm than good."

Ralph W. Tyler, Director of the Center for Advanced Study in the Behavioral Sciences, Stanford, California, is chairman of the Carnegie's Corporation Committee to confer with teachers and others on assessing the progress of education. He says:

There is need to assess the educational progress of larger populations to provide the public with dependable information on problems that arise. This type of assessment is not focused upon individual students or school systems but furnishes over-all information about the attainments of large numbers of people.

The newness of the Carnegie program is that populations are to be evaluated and not individuals. An achievement test seeks to measure individual differences among pupils. But for assessing the progress of education, we need to know what all--or almost all--of the children are learning. To get exercises of this sort will be a new venture for test constructors.

One fear, says Tyler, is that a national assessment enables the federal government to control the curriculum. This is a misunderstanding. The objectives to be assessed are those which are accepted by teachers and curriculum specialists as goals.

(More)

Harold C. Hand, formerly of the University of Illinois, indicates that the national assessment program should require that one unit reporting be the state involved, and that achievement test results be used to afford comparisons among the country's school systems.

The two-part principle, he continues, presupposes that any national testing program would prove to be coercive in respect to public schools, because it would inevitably force teachers to teach for the tests.

Promoters of the assessment plan say this two-part principle does not pertain to the national achievement testing aspect because probability sampling is to be used. They claim that this statistical device will prevent achievement tests from becoming coercive.

The booklet on national educational assessment was published by the American Association of School Administrators, the Organization Relations Division and the Publications Division of the NEA.

# # #

5/6/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

May 6, 1966

MEMORANDUM TO: Editors and Broadcasters

We enclose two news releases on highlights of the 1966 annual convention of the National Education Association to be held June 26-July 1 in Miami Beach, Florida.

More than 8,000 official delegates representing the NEA's 985,000-plus members will meet to determine policy for the coming year, and approximately 2,000 other educators are expected to attend.

For the convenience of news reporters and broadcasters covering the convention, a fully-equipped press office will be in operation in the Cypress Room of the Miami Beach Convention Center (Exhibition Hall) beginning at 9 A.M., Saturday, June 25.

We extend a cordial invitation for you or your representative to cover the convention. If you wish assistance in obtaining hotel accommodations, please fill out and return the enclosed housing form.

We would appreciate an early notice of your housing needs, preferably not later than June 1.

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures: (3)

REQUEST FOR HOUSING

TO: Mr. Roy K. Wilson, Director
Division of Press, Radio, and Television Relations
National Education Association
1201 - 16th Street, N. W.
Washington, D. C. 20036

I am planning to cover the Annual Convention of the National Education Association at Miami Beach, Florida, June 26-July 1, 1966.

Please reserve the following accommodations:

Single Room_____ Double-Bedded Room_____ Twin-Bedded Room_____

Arrival Date_____ A.M. ☐ P.M. ☐

Departure Date_____ A.M. ☐ P.M. ☐

I will make my own hotel reservation ☐

My Name _____

Title _____

Publication or News Agency _____

Mailing Address _____

City & State _____

May 6, 1966

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
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FOR FURTHER INFORMATION:
Beatrice M. Gudridge

Release at Will

10,000 Teachers Cover Education's Waterfront
at NEA Miami Beach Convention June 26-July 1

WASHINGTON, D.C., May 6--10,000 teachers will go up the down staircase of educational problems this summer in their six-day annual convention of the National Education Association at Miami Beach June 26-July 1.

A scholarly seminar, how-to workshop, and political forum all rolled into one, the NEA's 104th conclave will cover teaching concerns from art education to youth fitness, from civil rights to salaries.

Convening under the theme "Free to Teach" on which NEA President Richard D. Batchelder of Newton, Mass., will base his presidential address, the 8,000 official delegates comprising the NEA Representative Assembly will consider some controversial current issues in education, including:

. Repercussions from civil rights legislation, such as slow-paced integration of faculty when schools desegregate.

. Human rights of educators.

. Merger of segregated state and local affiliates in the South.

. Impact of recent federal action on school finance.

. Conflicts between teachers and school boards.

. The professional association vs. the teachers' union; strikes and sanctions and professional negotiations.

. Political activity of teachers.

In general sessions they will hear Secretary John W. Gardner of the U. S. Department of Health, Education, and Welfare Sunday night; NEA Executive

(more)

Secretary William G. Carr's annual report to the membership Tuesday afternoon; President Batchelder Tuesday night; Publisher Ralph McGill of the Atlanta Journal Thursday night; and President Andrew Holt of the University of Tennessee at Knoxville, a former NEA president, at the closing session Friday night.

A special feature of the "Free to Teach" convention will be issuance on July 1 of a new five-cent stamp commemorating the 175th anniversary of the Bill of Rights. Postmaster General Lawrence F. O'Brien will take part in the official ceremony Friday morning, and first day covers will be on sale throughout the meeting.

The first business session of the Assembly, policy-making body for the 985,000-member NEA, Tuesday afternoon will include nominations for President-Elect, and two Executive Committee posts. Voting will be held Friday.

Candidacies already announced are those of: Braulio Alonso, Tampa, Fla., principal, for President-Elect; Mrs. Thelma Davis of Griffin, Ga., and George D. Fischer of Des Moines, Ia., for the Executive Committee vacancies. Mr. Fischer, a classroom teacher, is running to succeed himself. Mrs. Davis, a first-grade teacher, is immediate past president of the NEA Department of Classroom Teachers.

Resolutions to guide the Association's course during the coming year will be aired first at an Open Hearing at 1 P.M. Sunday. On Thursday morning, the Resolutions Committee, headed by Mrs. Maxine Smith of Medford, Ore., will make its official report to the Representative Assembly. Voting on platform and resolutions will take place Friday.

In addition to the official business of the convention, each of the 33 autonomous departments of the NEA has scheduled convention sessions as have the myriad committees, commissions, and special project staffs.

(more)

Among important subjects of these sessions will be the annual report to the profession on "Financial Status of the Public Schools" by the NEA Committee on Educational Finance; a 25-year review of investigations conducted by the Professional Rights and Responsibilities Commission; an analysis of the National Teacher Corps by the National Commission on Teacher Education and Professional Standards; a review of problems of merging segregated affiliates in the southern states by the NEA-American Teachers Association Joint Committee; analysis of recent federal education legislation, the future of educational TV, the ungraded classroom, and the self-contained teacher.

Top leaders of groups interested in education such as the National Congress of Parents and Teachers, the National School Boards Association, and the American Legion will bring greetings to the teachers.

At the final session Friday night, NEA President-Elect Irvamae Applegate, dean of the School of Education at St. Cloud, Minn., State College, will take over the reins from Mr. Batchelder for the coming year.

All general sessions and the exhibits will be held in the Miami Beach Convention Center. More than 60 smaller discussion groups will meet in various beach hotels.

This will be the 104th annual convention of the NEA held since 1857 when the Association was born in Philadelphia, Pa. It is the first return engagement to Miami Beach, since NEA met there in 1953.

# # #

5/6/66

5/5/66

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For Further Information:
Tom Hawkins

FOR IMMEDIATE RELEASE

Better Ways to Educate the Young
Is Goal of Teachers and Researchers

WASHINGTON, D.C.--Parents share a big job with the teacher in educating their children, and the teachers are well aware of this help.

A first big step for the teacher is to discuss problems with the parents tactfully and to establish cooperation in the interests of the children.

This point is emphasized in "Evaluation of Teaching," a new book prepared by the Department of Elementary-Kindergarten-Nursery Education of the National Education Association.

"Most parents want to help," for their child is a very special person. Criticism of the child leads to unhappy teacher-parent relationships in some cases, and it's wise, wherever possible, to say something good about the child, no matter how serious his problem may be.

But the over-all content of the book is to stress a balanced program for all children with guidance that can help them grow in knowledge of the sciences, arts, humanities, and themselves.

Other points included in "Evaluation of Teaching":

- The entire theory of this study is that the test of teaching lies in what children learn under the teacher's guidance--from the environment, the relationships, and planned and unplanned experiences he provides for them.

(More)

**Note to Editors and Correspondents:** Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

- A part of the theory, too, is that no one is so able to know what children can learn and are learning as is the teacher. Yet most teachers feel guilty when children are not growing rapidly. These teachers must be encouraged to look at the entire area of their teaching and give themselves credit where they deserve it.
- All types of students in all subjects learned more by working with flexible teachers, which was somewhat unexpected. Those surprised believed that certain types would learn more with the stern teachers.
- Children's liking for school and friendliness show that satisfaction with one's self is related to a liking for all children in a favorable school attitude. Researchers say that teacher behavior does have an important bearing on children's ability to solve problems.
- The child is generally happy with "a good teacher." Researchers participating in the study conclude that most children from kindergarten through the eighth grade are fond of their teachers because "he likes me," or is understanding and "doesn't get mad at us."
- More than 500 pupils, 200 teachers, and 150 parents, along with researchers and other educators helped put together the study through interviews and recordings. Opinions were drawn from three states--New Jersey, Alabama, and California with assistance of supervisors of elementary education.

# # # 5/5/66

NOTE TO EDITORS: For press use only a copy of "Evaluation of Teaching" may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036. For other uses the book may be purchased for $1.50 from NEA Publication Services, address above. Payment must accompany orders of $2 or less.

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For Further Information:
Beatrice M. Gudridge

FOR RELEASE: P.M. Papers
Thursday, May 5, 1966

Portland, Ore. and Sisseton, S. D. Judged Tops
In Classroom Teacher Salute to School Boards

WASHINGTON, D. C., May 5--Members of two school boards--in Portland, Ore. and Sisseton, S. D.--won national salutes today from the country's classroom teachers for outstanding leadership in providing quality education in their communities.

Sixteen other school boards were cited as regional winners and runners-up for creative educational accomplishments in the NEA-Thom McAn School Board Awards, an annual national recognition project sponsored by the Department of Classroom Teachers (DCT) of the National Education Association, in cooperation with the Thom McAn Corporation.

The first place Portland School Board, District #1, top winner among the nation's larger school systems (over 3,000 school population), was honored for its Model School Program which spurred special curriculum innovations, reduced teacher-pupil ratios, added more teaching specialists and enlisted community-wide action on to improve achievement of 5500 elementary school children in nine city schools.

The Sisseton, S. D., Independent School Board emerged as leader of smaller school systems around the country (under 3,000 population) for its continuing encouragement, study, and adaptation of new education ideas--including special programs for minority groups, such as Neighborhood Youth Corps, and Head Start; innovations in counselling and guidance, team teaching and nongrading practices.

(More)

These two national winners each will receive a specially-designed sculpture of the lamp of learning, and $2000 from DCT President Elizabeth D. Koontz of Salisbury, N.C., at an Awards luncheon to be held Tuesday, May 24 in Washington, D. C.

Former Governor Terry Sanford of North Carolina, Chairman of the Awards Panel which selected winners, will speak at the luncheon. Other members of the Awards Panel expected to attend include Norman Cousins of New York City, editor, Saturday Review, Mrs. Jennelle Moorhead of Eugene, Ore., president, National Congress of Parents and Teachers, and Frank L. Stanley, Jr. of New York City, associate director of education, National Urban League, Inc. Also in attendance will be consultants to the Panel including George B. Brain of Pullman, Wash., immediate past president, American Association of School Administrators, Charles F. Deubel of Freeport, N. Y., DCT president-elect, and W. L. Robinson of College Park, Ga., past president, National School Boards Association. Besides Portland and Sisseton (which were cited in regional as well as national categories), 10 other school boards were named first place regional winners. Each will receive Award Sculptures and $500 each at local ceremonies to be planned by the classroom teacher organization of the board's community. The 10 regional winners, also selected on a school population basis, are:

- From the Northeast: Amherst-Pelham, Mass., Regional School District, Small System; and Coatesville, Pa., Area Board, Large System
- From the Southeast: Leitchfield, Ky., Independent Board of Education, Small System; and Walker County, Ga., School Board, Large System
- From the North Central: Sisseton, S. D., Independent School Board, Small System; and Columbus, Ohio, Board of Education, Large System
- From the South Central: District #4, Board of Education, Concordia, Kan., Small System; and Westside Community School Board of Education #66, Omaha, Neb., Large System

(More)

- From the Northwest: Livingston, Mont., Board of Trustees, Small System; and Portland, Ore., School Board, Large System
- From the Southwest: Alamosa, Calif., Public School Board, Small System; and Tucson, Ariz., District #1, Large System

Six additional schoolboards from each region were cited to receive certificates of distinctive merit , and smaller sculptures, again in later local DCT-planned ceremonies. They are:

- Northeast: Needham, Mass., School Committee
- Southeast: Board of Education, Metropolitan Nashville-Davidson County, Tenn.
- North Central: Board of Education of Community District #4, Champaign, Ill.
- South Central: Board of Education of El Paso, Texas
- Northwest: Greater Anchorage, Alaska, Borough School District Board
- Southwest: Board of Trustees, Riverside, Calif. Unified School District

According to Executive Secretary Margaret Stevenson of DCT, 226 local teacher associations participated in the 1966 NEA-Thom McAn Awards by nominating their own school boards for recognition.

The annual Awards program is designed to focus public attention on the school board's contribution to its community and to broaden respect and understanding between the board and the professional education community.

# # #

5/5/66

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Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

SPECIAL TO COLORADO PAPERS

Alamosa School Board Named Southwest Winner
In Nation Search for Educational Leadership

WASHINGTON, D. C., May 5--The Alamosa, Colo., Public School Board was saluted today by the country's classroom teachers for outstanding leadership in the Southwest United States in providing quality education for its community.

The citation will be announced at an Awards luncheon to be held Tuesday, May 24, in Washington, D. C., by Elizabeth D. Koontz of Salisbury, N. C., president of the Department of Classroom Teachers (DCT) of the National Education Association.

The Award itself--a specially designed sculpture of the lamp of learning--and $500 is expected to be presented in local ceremonies later this year sponsored by the Alamosa Community Education Association which nominated its school board for recognition.

Seventeen other school boards in all areas of the country were cited for creative educational accomplishments as national and regional winners and runners-up in the NEA-Thom McAn School Board Awards, an annual recognition project sponsored by DCT in cooperation with the Thom McAn Corporation.

The Alamosa School Board, which was regional winner among smaller school systems in the Southwest (under 3,000 population), was honored for involving the community in a constructive program to provide needed educational facilities.

(More)

The Board's successful action in providing a new high school building, re-arrangement of junior high and elementary classes, addition of new courses such as home economics and industrial arts, and a hot lunch program was taken against a backdrop of a threatened loss of high school accreditation, two bond issue failures, factional disputes among citizens, and dissatisfaction with the property tax structure.

By inviting concerned citizens to work on all phases of the District's problems, the Board succeeded in transforming the community's former hostile atmosphere into one of constructive support for schools.

The two national winners in the competition were school boards of Portland, Ore., among the larger systems; and Sisseton, S. D., among the smaller systems. The entire list of regional winners, all selected on a school population basis, is as follows:

- From the Northeast: Amherst-Pelham, Mass., Regional School District, Small System; and Coatesville, Pa., Area Board, Large System
- From the Southeast: Leitchfield, Ky., Independent Board of Education, Small System; and Walker County, Ga., School Board, Large System
- From the North Central: Sisseton, S. D., Independent School Board, Small System; and Columbus, Ohio, Board of Education, Large System
- From the South Central: District #4, Board of Education, Concordia, Kan., Small System; and Westside Community School Board of Education #66, Omaha, Neb., Large System
- From the Northwest: Livingston, Mont., Board of Trustees, Small System; and Portland, Ore., School Board, Large System
- From the Southwest: Alamosa, Colo., Public School Board, Small System; and Tucson, Ariz., District #1, Large System

(More)

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# # #

5/5/66

5/4/66

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For Further Information:
Robin Dorr

FOR IMMEDIATE RELEASE

Sen. Mondale Urges Teachers
To Become Politically Active

MINNEAPOLIS--If education suffers and teachers remain socially and economically second-class citizens it is largely their own fault, according to U.S. Sen. Walter F. Mondale, D-Minn.

Speaking to more than 300 educators from 22 states and the District of Columbia here for a Political Clinic for Teachers (April 29-May 1), Mondale urged teachers to become more directly and actively involved in local, state and national politics.

The clinic was sponsored by the city education associations of Minneapolis and St. Paul, and the state education associations of Minnesota, North Dakota, South Dakota, Iowa, and the Citizenship Committee of the National Education Association (NEA).

"The teacher is the natural radical of today," Mondale observed. "Teachers have the special skills and public interest orientation to be good politicians."

But it is up to the teachers to step into the political arena, he added, and unfortunately many teachers are too apathetic to do so, said Mondale.

"I get 10 times more mail on the gun laws than I get on education laws," he declared.

In the past, Mondale said, political influence over education resulted in the banning of textbooks, and many teachers were forbidden to express their views. These examples alone prove why teachers should be involved in politics, he said.

The Senator suggested that teachers maintain a score card on how legislators vote on education bills. He urged clinic conferees to support not only their own political party, but their professional education associations as well.

"The National Education Association has done a magnificant job for teachers," Mondale said, but urged more militancy on its part. "NEA should have a more insistent tone in educational demands--they should lean harder than they do. The trouble is that NEA is just too decent," he added.

(More)

Clinic delegates also heard from George A. Farr, Minnesota state chairman of the Democratic Farm-Labor Party, and George Thiss, Minnesota state chairman of the Republican Party.

Farr urged teacher involvement in both political parties. "Intellectuals such as teachers," he said, "must do more than offer ideas," adding: "They must do the chores necessary to see that these ideas, philosophies, and programs are translated into government. No one is exempted from the routine work of a political party," Farr said.

Thiss told the clinic that "political parties want teachers in the same way they want any individuals, especially because of the particular talents of teachers."

As in the six other political clinics held around the country during the past two years, delegates and speakers were no longer concerned about whether educators should become political activists, but rather how they must increase their interest and direct participation in local and national politics. As Mondale observed, when a teacher becomes involved in the political life of his community his value in the classroom increases. Teacher involvement results in better education as well as better politics.

The 22 states represented at the clinic were: Alabama, Arkansas, California, Colorado, Illinois, Indiana, Iowa, Kansas, Maryland, Michigan, Minnesota, Missouri, Nebraska, New York, North Dakota, Ohio, Oklahoma, South Dakota, Utah, Virginia, Wisconsin and Wyoming.

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5/4/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

May 3, 1966

Memo to:

This is the May issue of Education Broadcast Service. For some time now we've been sending a similar folder of broadcast copy and other materials about education to every radio and television station each month.

While the service was begun to assist local broadcasters in their coverage of education, we feel the material in Education Broadcast Service may be of interest to you. You'll receive each future issue.

The monthly EBS mailing is one part of the service. The other part is answering special requests for information or assistance which come from broadcasters. Local radio and television stations are encouraged to work with local and state education associations when the information they need may best be obtained locally. For information about education nationally, stations frequently contact the NEA.

John Cox, Dick Smith and I are here to help you whenever possible in your education coverage. Let us know when you need answers or assistance.

Robert E. Harman
Project Coordinator for Education Broadcast Service
Division of Press, Radio, and Television Relations

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**For Further Information:**
**Howard Carroll**

**FOR SUNDAY RELEASE**
**May 1, 1966**

**NEA To Investigate Personnel Practices**
**In Columbus, Miss., Public Schools**

**WASHINGTON, D.C.--A seven member committee of the National Education Association's Commission on Professional Rights and Responsibilities will conduct an investigation in connection with personnel practices in the Columbus, Miss., public schools system beginning Thursday (May 5).**

**Owen Love, legal counsel for the NEA PR&R Commission, said the committee, composed of educators from all parts of the nation, will follow through on an NEA preliminary survey requested by the Columbus Classroom Teachers Association last March.**

**Educational problems identified by the NEA in the Columbus schools at that time included:**

- **Loss of regional accreditation.**
- **A controversy involving a teacher who alleged that two other teachers had been harassed by the school administration.**
- **Dissatisfaction by teachers concerning a new merit rating plan mandated by the board of education.**
- **Refusal of the board of education to confer with the Welfare Committee of the Classroom Teachers Association.**

**The Columbus CTA is an affiliate of the NEA.**

**Love said that NEA staff members making the preliminary study recommended that a full investigation be conducted.**

**Assisting the special NEA committee will be Richard B. Kennan, executive secretary of NEA's PR&R Commission; Love, and Mrs. Patricia Veguilla, technical writer on the PR&R staff.**

**# # #**

COMMISSION ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

COLUMBUS, MISSISSIPPI, INVESTIGATION COMMITTEE

May 5-8, 1966

Mrs. Lucille Ball
Classroom Teacher
5511 Country Club
Little Rock, Arkansas

Mrs. Catherine O'C. Barrett
NEA Director
361 Green Street
Syracuse, N. Y. 13203

Mrs. Edwana Collins
Member, Wichita Board of Education
7538 Plaza Lane
Wichita, Kansas 67206

Mr. Donald Curry
Superintendent of Schools
Royal Oak, Michigan

Mr. Eugene L. Geisler
Guidance Counselor
9804 Ontario Street
Omaha, Nebraska

Dr. Revis Hall
Superintendent of Schools
Anniston, Alabama

Mrs. Maunelle Martin
President, Dept. of Classroom Teachers
Arizona Education Association
Ft. Defiance, Arizona

NEA Staff

Dr. Richard B. Kennan, Executive Secretary, PR&R
Dr. Owen Love, Legal Counsel, PR&R
Mrs. Patricia Veguilla, Technical Writer, PR&R

25--4/28/66

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National Education Association
1201 Sixteenth Street, N. W.
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## COLUMBUS, MISSISSIPPI, INVESTIGATION COMMITTEE

May 5-8, 1966

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5511 Country Club
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Dr. Revis Hall
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Anniston, Alabama

Mrs. Maunelle Martin
President, Dept. of Classroom Teachers
Arizona Education Association
Ft. Defiance, Arizona

### NEA Staff

Dr. Richard B. Kennan, Executive Secretary, PR&R
Dr. Owen Love, Legal Counsel, PR&R
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For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Faculty Desegregation Must Be Pushed
By Teaching Profession, Conferees Agree

WASHINGTON, D. C., April 26--Where desegregation of school faculties is concerned, "we don't have time to be Negro or Caucasian--we only have time to be good teachers."

Furthermore the time for buck-passing on this issue has run out.

These statements by Assistant Superintendent Howard E. Row of the Delaware State Department of Public Instruction at Dover, and Classroom Teacher Thelma Davis of Griffin, Ga., underlined the urgency of the two-day Regional Conference on Faculty Desegregation held here this week for some 200 educators from five states and the District of Columbia.

Sponsored by the National Education Association in cooperation with two of its affiliates, the District of Columbia Education Association (DCEA) and the Arlington Education Association (AEA), the Washington meeting was second in a series of four regional NEA conferences supported by funds from the U. S. Office of Education. Coordinator of the conferences is the NEA Subcommittee on Human Rights of Educators. Mrs. Harriet F. DeMond, president of DCEA and Robert W. Bogen, executive secretary of AEA, co-chaired the Washington sessions.

Like a previous meeting in Fort Worth, Tex., and two others to be held in Atlanta, Ga. and Nashville, Tenn., the NEA conference here brought teachers and administrators together to consider impact of the USOE guidelines on faculty desegregation. The intent of those guidelines, William Holloway of USOE told participants, is "total elimination of the dual school system in this country."

(More)

Impressed by the need for speed, the participants from Maryland, Virginia, North Carolina, West Virginia, Delaware, and D. C. agreed with Row who asked "How can we move rapidly enough? Touch the right people? Conduct institutes, workshops and other inservice activities for teachers of all racial characteristics to help them in the transfer situation?"

Court rulings on desegregation, said speaker Vernon Haubrich of Columbia University, have gone part of the way, but now it is up to the teaching profession itself through NEA and its affiliates to go beyond "the tokenism which is all we have today.

"Negro and white teachers are seeking the same thing--excellence in teaching. We need each other far more than we realize. The (teaching) profession must put an end to segregated schooling and segregated teaching, or segregated schooling will end the profession," Haubrich added.

Several reasons were advanced at the conference for the slow pace to date of faculty desegregation. Said Holloway: "Teachers have followed petty politicians and demagogues in our society who have used race issues for their own selfish ends."

Buck-passing, said Mrs. Davis, who is immediate past president of the NEA Department of Classroom Teachers, has played a part. "The buck has been passed to the school administration, the school boards, the lay public, and back again to educators. Seemingly no one wants to be the one. People do not want to take a stand...to stick their necks out."

Several pointed out that the Negro teacher has demonstrated lack of faith in himself. Haubrich told of the young Negro Fisk University graduate, fearful of taking a job in Montgomery County, Md., schools because "it was the first time she would be in a classroom with whites and she was not sure the white children--or their parents--would accept her judgments."

And a Negro participant commented, "Just as you (whites) have been taught

(More)

that Negroes can't achieve equally, so have we been taught. We have to prove ourselves to ourselves just as we have to prove ourselves to you."

Row said although there have been many projects designed to help white teachers deal with Negro children, there have been very few institutes and workshops to enable Negro teachers to know what to do about white and Negro children in desegregated situations.

Superintendent George Tramontin of the Charlottesville, Va., schools,which have completely integrated pupils and faculty, pointed to the difficulties faced by Negro teachers who must teach social studies to youngsters who may have been to Europe several times or whose literature and language courses are populated by the sons and daughters of authors and editors.

He told the superintendents in the conference: "You need to be very bold and risk your job to make these transitions...and even when you do that, it will be up to your teachers to make it work."

The responsibility of the school administrator was also underlined by Reginald M. Washington, counselor in Woodrow Wilson High School, Washington, D.C., who has worked in four integrated schools here since 1954. "The ease of faculty integration is directly related to the foresight and ingenuity of the school administrators in adopting new methods, procedures, and social changes. And the integration of faculties must take place in a democratic atmosphere under democratic leadership."

At the conference closing session, next steps were planned by the delegates. The D. C. representatives said they planned to promote an immediate survey of the racial structure of schools and staffs here and recommend changes to the Board of Education.

Maryland, Virginia, and North Carolina delegates proposed statewide and regional follow-up conferences and workshops on faculty desegregation, while West Virginia and Delaware participants indicated that although their faculty desegregation problems were not acute, they would press for "even further integration."

# # # 4/26/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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For Further Information:
Robin Dorr

April 25, 1966

FOR IMMEDIATE RELEASE

Teachers From 22 States To Convene
In Minneapolis For Political Clinic

WASHINGTON, D.C.--More than 300 teachers from 22 states and the District of Columbia will participate in a Political Clinic for Teachers April 29 to May 1 in Minneapolis, Minn.

The clinic will concern itself with teachers as political activists--how this enlightened interest in politics by teachers will affect education, how far teachers can extend their political activities, and what result their involvement will have on local and national political affairs.

The conference is sponsored by the Citizenship Committee of the National Education Association, the Minnesota Education Association, the North Dakota Education Association, the South Dakota Education Association, and the Iowa Education Association.

Principal speaker will be Sen. Walter F. Mondale, D.-Minn., who will discuss "Practical Political Advice to Teachers and Teachers Associations" at the Saturday (April 30) dinner session.

Keynoter at the opening session Friday afternoon is Ted Bass, assistant field service executive of the California Teachers Association. Other speakers will include Maxine Chapman, Arkansas classroom teacher and chairman of the NEA citizenship committee; and Irvamae Applegate, dean of the school of education at St. Cloud, Minn., State College, and NEA president-elect.

The following states are sending delegates to the clinic: Alabama, Arkansas, California, Colorado, Illinois, Indiana, Iowa, Kansas, Maryland, Michigan, Minnesota, Missouri, Nebraska, New York, North Dakota, Ohio, Oklahoma, South Dakota, Utah, Virginia, Wisconsin, Wyoming, and the District of Columbia.

(Note to Editors: Attached is a state-by-state breakdown of delegates who are attending the clinic.)

# # #

ROSTER

Political Clinic for Teachers

Sponsored by: the City of Minneapolis Education Association and the City of Saint Paul Education Association; the Minnesota Education Association, the North Dakota Education Association, the South Dakota Education Association, and the Iowa State Education Association; and the Citizenship Committee of the National Education Association.

Capp-Towers Motor Hotel, Minneapolis, Minnesota
April 29-May 1, 1966

| | Name | Identification |
|---|---|---|
| ALABAMA | | |
| Union Springs | Turner, Mrs. Annie Mae | Representative, Citizenship Committee, National Education Association |
| ARKANSAS | | |
| Fort Smith | Chapman, Mrs. Maxine L. | Chairman, Citizenship Committee, National Education Association |
| CALIFORNIA | | |
| Los Angeles | Bass, Mr. Theodore | Professional Services Executive, California Teachers Association |
| COLORADO | | |
| Aurora | Pickens, Mr. T. H. | State Director for Colorado, National Education Association |
| DISTRICT OF COLUMBIA | | |
| | Cottey, Mr. Tyrus | Intern, Citizenship Committee, National Education Association |
| | Ellison, Mrs. Lucile | Secretary, Citizenship Committee, National Education Association |
| | Gereau, Mrs. Mary Condon | Legislative Consultant, Federal Relations Division, National Education Association |
| | Robinson, Mr. William G. | Salary Consultant, Office of Professional Development & Welfare, National Education Association |
| | Thompson, Dr. Oscar E. | Associate Executive Secretary, National Commission on Professional Rights & Responsibilities, National Education Association |
| ILLINOIS | | |
| Arlington Heights | Haskell, Mr. Robert E. | Assistant Principal, Forest View High School |
| Champaign | Mellon, Mr. E. H. | Superintendent of Schools; State Director for Illinois, National Education Association |
| Chicago | Lulkin, Miss Sheli | Chicago Education Association |
| Springfield | Elder, Mr. David E. | Research Director, Illinois Education Association |
| | Greening, Mrs. Betty | Springfield Education Association |
| Steward | Cook, Miss Florence A. | State Director for Illinois, National Education Association |
| INDIANA | | |
| Fort Wayne | Phillips, Mr. Carroll | State Director for Indiana, National Education Association |
| IOWA | | |
| Ames | Bennett, Mr. Carroll | Ames Education Association |
| | Dunn, Mr. Gerald | Ames Education Association |
| | McCord, Mrs. Helen | Ames Education Association |
| | Moyer, Mrs. Anita | Ames Education Association |
| Ankeny | Crossett, Mr. Dennis | Polk County Education Association |
| Cedar Falls | Miller, Mr. Charles | Waterloo Education Association |
| Cedar Rapids | Anderson, Mr. Richard | Cedar Rapids Education Association |
| | Freeman, Mr. James | President-Elect, Iowa State Education Association |
| | Lingren, Mr. Charles | Cedar Rapids Education Association |
| | Ross, Mr. George | Cedar Rapids Education Association |
| | Schmidt, Mr. Marlin | Cedar Rapids Education Association |
| Clarence | Basset, Mr. Robert | Cedar County Education Association |

| | | |
|---|---|---|
| IOWA (continued) | | |
| Council Bluffs | Lanka, Miss Emma | Council Bluffs Education Association |
| | Madsen, Mr. Don | Council Bluffs Education Association |
| Creston | Brown, Mrs. Dorothy | Creston Education Association |
| | Chapman, Mrs. Dorothy | Creston Education Association |
| | Turbot, Mr. Larry | President-Elect, Creston Education Association |
| | Turbot, Mrs. V. Ellen | Creston Education Association |
| Davenport | Hudson, Mr. Jack | Davenport Education Association |
| | Ingram, Mr. Jim | Davenport Education Association |
| | Johnson, Mr. Paul E. | Davenport Education Association |
| | Semler, Mr. Duane | Davenport Education Association |
| | Spaans, Dr. Daryl | Davenport Education Association |
| Des Moines | Craft, Mr. Everett | Des Moines Education Association |
| | Curtis, Mr. Neil | Field Representative, Iowa State Education Association |
| | Donly, Mr. Robert | Des Moines Education Association |
| | Garwick, Miss Esther | Des Moines Education Association |
| | Hamilton, Mr. Robert | Executive Secretary, Des Moines Education Association |
| | Larson, Miss Hazel | Des Moines Education Association |
| | Larson, Mr. Marvin | Field Representative, Iowa State Education Association |
| | Lodge, Mr. Duane | Associate Executive Secretary, Iowa State Education Association |
| | Pritchard, Mr. Bill | Field Representative, Iowa State Education Association |
| | Sweeney, Mr. Richard | Polk County Education Association |
| Estherville | Parks, Dean Arvil C. | State Director for Iowa, National Education Association |
| Huxley | Hilgerson, Mr. John | Ames Education Association |
| Keokuk | Coffey, Mr. Tom | Member, Political Action Committee, Keokuk Education Association |
| | Gast, Mr. Elmer | Superintendent, Keokuk Schools, Keokuk Education Association |
| | Goeke, Mr. Ray | Member, Political Action Committee, Keokuk Education Association |
| Marion | Whitworth, Mr. Alan K. | Chairman, Professional Negotiations Study Committee, Cedar Rapids Education Association |
| Marshalltown | Goetz, Mr. Donald | South Tama County Education Association |
| | Goetz, Mrs. Donald | South Tama County Education Association |
| Mason City | Bogard, Mr. Carroll S. | Member, Representative Council, Mason City Education Association |
| | Siesseger, Mr. Anthony J. | Member, Representative Council, Mason City Education Association |
| Mitchellville | Navara, Mr. Gerald | Polk County Education Association |
| Muscatine | Huber, Mr. Kenneth | Muscatine City Education Association |
| | Miller, Mr. Arthur | Muscatine City Education Association |
| Newton | Miller, Mr. Armond | Delegate, Iowa State Education Association<br>Delegate Assembly, Newton Community Education Association |
| | Rinehart, Mr. George | Delegate, Iowa State Education Association<br>Delegate Assembly, Newton Community Education Association |
| Traer | Lau, Mr. Don | South Tama County Education Association |
| | Watts, Mr. Lavelle | South Tama County Education Association |
| Spencer | Allen, Mr. Richard | Spencer Education Association |
| | Avery, Miss Barbara | Iowa State Education Association |
| | Kvidahl, Mr. Robert | Spencer Education Association |
| | Tschirki, Mr. Robert | Spencer Education Association |
| Waterloo | Alvord, Mr. Ethan E. | Waterloo Education Association |
| | Basset, Mr. Douglas | Waterloo Education Association |
| | Tollefson, Mrs. Leah | Waterloo Education Association |
| | Trowbridge, Mrs. Evelyn | Waterloo Education Association |
| KANSAS | | |
| El Dorado | Case, Miss Helen | State Director for Kansas, National Education Association |

| | | |
|---|---|---|
| KANSAS (continued) | | |
| Wichita | Shepoiser, Dr. Lawrence | Superintendent, The Wichita Public Schools; Vice Chairman, Citizenship Committee, National Education Association |
| MARYLAND | | |
| Bowie | Parlett, Mrs. Regina B. | Former Executive Secretary, Teachers Association of Anne Arundel County |
| MICHIGAN | | |
| Battle Creek | Kreuze, Mr. Nelson L. | State Director for Michigan, National Education Association |
| Bay City | Zemke, Miss Martha | President-Elect, Michigan Education Association |
| Cheboygan | MacArthur, Mrs. Lucile | State Director for Michigan, National Education Association |
| MINNESOTA | | |
| Alexandria | Bauer, Mr. Richard C. | Legislative Committee Chairman, Alexandria Education Association |
| | Dzuik, Mr. Dave | Alexandria Education Association |
| | Rader, Mr. Robert | Alexandria Education Association |
| | Stark, Mr. Roger | Alexandria Education Association |
| | Temple, Mr. Richard | Alexandria Education Association |
| | Wittenberg, Mr. Erlin | President, Western Division, Minnesota Education Association |
| Babbitt | Gorton, Mr. William F. | District Audio-Visual Director, Babbitt Education Association |
| Bayport | Hackl, Mr. Lloyd | Co-chairman, Legislative Committee, St. Croix Education Association |
| Benson | Johnson, Mrs. A. I. | Benson Education Association |
| | Wordleman, Mrs. Victor | Benson Education Association |
| Blackduck | Strong, Mrs. Irene | President, Blackduck Education Association |
| Bloomington | Berland, Mr. Douglas | President, Bloomington Teachers Association |
| | Hanson, Mr. Wesley | Bloomington Teachers Association |
| | Waldow, Mr. John | Legislative Chairman, Bloomington Teachers Association |
| Brooklyn Center | Olson, Mr. Warren H. | Legislative Chairman, Brooklyn Center Education Association |
| Buffalo | Renner, Miss Florence M. | Division Director, Buffalo Education Association |
| Buffalo Lake | Hubin, Mrs. Bette | Buffalo Lake Education Association |
| | Wick, Mrs. Irene | Buffalo Lake Education Association |
| Burnsville | Gustafson, Mr. Robert | Legislative Chairman, Richfield Education Association |
| Circle Pines | Ogren, Mr. Roger | President, Centennial Education Association |
| Cloquet | Siltanen, Miss Aili | Northeast Division, Minnesota Education Association |
| Columbia Heights | Folsom, Mr. D. C. | President, Columbia Heights Education Association |
| Coon Rapids | Skinner, Mr. Dennis | Osseo Education Association |
| Duluth | Borken, Mr. Ben | Vice-President, Northeast Division, Minnesota Education Association |
| | Hanson, Miss Hazel A. | Northeast Division, Minnesota Education Association |
| | Moriarity, Mr. John M. | Legislative Chairman, Northeast Division, Minnesota Education Association |
| Edina | Myers, Dr. Spencer W. | Superintendent of Schools, Edina-Morningside Public Schools |
| | Shaw, Mr. Willis F. | Chairman, Board of Education, Edina-Morningside Public Schools |
| Elbow Lake | Nicholson, Miss Anne E. | Elbow Lake Independent District #263 Local, Minnesota Education Association |
| Eveleth | Haney, Miss Carol | TEPS Chairman, Salary Co-chairman, Eveleth Education Association |
| | Roy, Mr. Sidney E. | Northeast Division, Minnesota Education Association |
| Fairmont | Aakre, Miss Betty | Legislative Chairman, Minnesota Elementary Principals' Association, Southwest Division |
| Faribault | Rodewald, Mrs. Beulah | Faribault Education Association |
| | Thompson, Mr. Lawrence | Faribault Education Association |
| | White, Mr. Grant W. | Faribault Education Association |
| Farmington | Boehlke, Mr. R. O. | Farmington Education Association |
| | Church, Mr. Otis | Farmington Education Association |
| | Klinkhammer, Mr. Richard | Farmington Education Association |
| | Korsman, Mr. Martin | Farmington Education Association |

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|---|---|---|
| MINNESOTA (continued) | | |
| Fergus Falls | Haleran, Mrs. Grace | President, Fergus Falls Education Association |
| | Jacobson, Mr. Paul | Fergus Falls Education Association |
| | Roysland, Miss Bernice | Fergus Falls Education Association |
| | Tufte, Mr. Clark | Fergus Falls Education Association |
| | Wolff, Mr. James | Fergus Falls Education Association |
| Forest Lake | Erickson, Mrs. Sylvia D. | Forest Lake Education Association |
| | Harper, Mr. Herb | Capitol Division, Minnesota Education Association |
| | Johnson, Mr. Jay B. | Forest Lake Education Association |
| | Matteson, Mr. T. L. | Forest Lake Education Association |
| | Radtke, Mr. Stephen | Forest Lake Education Association |
| Fridley | Carpenter, Mr. R. Lyle | Columbia Heights Education Association |
| | Everson, Mr. Thomas | Columbia Heights Education Association |
| | Milford, Miss Lucille | Columbia Heights Education Association |
| Glencoe | Aarseth, Mr. M. R. | President, Glencoe Public School Education Association |
| Goodridge | Brown, Dr. David M. | Northern Division, Minnesota Education Association |
| Hastings | Dempsey, Mr. Jerome | Hastings Education Association |
| | Gabriel, Mr. John | Hastings Education Association |
| | Hale, Mr. Rod | Capitol Division, Minnesota Education Association |
| | Schutt, Mr. John W. | President, Hastings Education Association |
| | Shafer, Mr. Robert | Hastings Education Association |
| Henning | Ree, Mr. Jens R. | Member, Legislative Commission, Western Division, Minnesota Education Association |
| Hopkins | Binger, Miss Alice | Vice-President, Hennepin Division, Minnesota Education Association |
| | Huffman, Mrs. Naomi | Legislation Chairman, Minnesota Congress of Parents & Teachers |
| Houston | Klein, Mrs. Joyce | DCT Consultant on Legislative Commission (Minnesota Education Association), Caledonia Education Association |
| Kasson | Vitalis, Mr. Earl | Chairman, Legislative Committee, Southeastern Division, Minnesota Education Association |
| Lakeville | Hinderks, Mr. Jim | Lakeville Education Association |
| | Kolbe, Mr. Ray | Lakeville Education Association |
| | Nokken, Miss Joyce | Lakeville Education Association |
| | Smoley, Miss Bonny | Lakeville Education Association |
| | Tatge, Mr. Don | Lakeville Education Association |
| LeRoy | Hardt, Mr. Charles E. | President, LeRoy-Ostrander Education Association |
| Litchfield | Schuetze, Mr. Darrel | Litchfield Education Association |
| Minneapolis | Berry, Mr. Donald | Fridley Education Association |
| | Beske, Mr. George | Minneapolis Education Association |
| | Blomquist, Mrs. Hazel | Minneapolis Education Association |
| | Bonniwell, Miss Charlotte | 1966-67 Legislative Chairman, Robbinsdale Educational Association |
| | Forsberg, Mr. William H. | Minnesota Elementary Principals' Association |
| | Foss, Miss Palma | Resolutions Chairman, Hennepin Division, Minnesota Education Association |
| | Hoiseth, Mr. Ellwood | Osseo Education Association |
| | Leslie, Mr. Lloyd | Fridley Education Association |
| | Lincoln, Miss Margaret | President, Richfield Education Association |
| | Loehndorf, Miss Sharon | Minneapolis Education Association |
| | Mayo, Mr. Horace | Past President, Hennepin Division, Minnesota Education Association |
| | Miller, Miss Elaine | Columbia Heights Education Association |
| | Nekola, Mr. Peter | Minneapolis Education Association |
| | Petersen, Mr. Edward J. | Legislative Chairman, Hennepin Division, Minnesota Education Association |
| | Rowell, Mr. Frederic | Member, Minnesota Education Association Executive Board, Hennepin Division |
| | Thissen, Mr. Frank | City of St. Paul Education Association |
| Minnetonka | Corens, Mr. Robert | Legislative Chairman, Hopkins Education Association |

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|---|---|---|
| MINNESOTA (continued) | | |
| Monticello | Lachelt, Mrs. Ruthe | Monticello Teachers Association |
| | Thorson, Mr. Dennis | Monticello Teachers Association |
| Moorhead | Anderson, Mr. Lawrenc R. | Vice-President, Moorhead Education Association |
| | Hovdestad, Mr. Russell | Moorhead Education Association |
| Mound | Borseth, Mr. Gerald | Mound District 277 Education Association |
| | Retzlaff, Miss Janice | Mound District 277 Education Association |
| New Brighton | Austad, Mr. Charles | Mounds View Education Association |
| | Husmann, Mr. Fred | Roseville Education Association |
| | Wichterman, Mr. Arnie | Mounds View Education Association |
| Newport | Moriarty, Mr. Dan | President, Capitol Division, Minnesota Education Association |
| Northfield | Anderson, Mr. James W. | President, Northfield Education Association |
| | Viken, Mr. Richard | Legislative Chairman, Northfield Education Association |
| Northome | Lundberg, Mrs. Ellen R. | Northern Division, Minnesota Education Association |
| North Saint Paul | Bzoskie, Mr. Donald M. | Roseville Education Association |
| | Gunderson, Mr. George | North St. Paul-Maplewood Education Association |
| | Hauble, Mr. Gerald | North St. Paul-Maplewood Education Association |
| | Klinkerfues, Mr. Fulton | North St. Paul-Maplewood Education Association |
| | Nelson, Mr. Clarence | North St. Paul-Maplewood Education Association |
| | Sterricker, Mr. Harvey | North St. Paul-Maplewood Education Association |
| Owatonna | Meyering, Mr. Donald | Southeastern Division, Minnesota Education Association |
| Ponemah | Hellie, Mr. Tilford E. | Red Lake Indian Reservation Education Association |
| Princeton | Provo, Mr. Al | Director, Central Minnesota Education Association |
| Red Wing | Rosasco, Mr. James J. | Southeastern Division, Minnesota Education Association |
| Richfield | Dittes, Miss Ruth | Vice-President, Richfield Education Association |
| Rochester | Pennock, Mr. Laurel H. | Executive Secretary, Minnesota Elementary Principals' Association |
| | Sande, Mr. Robert L. | Legislative Committee Chairman, Minnesota Elementary Principals' Association, Southeast Division |
| Roseau | Janzen, Mr. Orville | President, Roseau Teachers Association |
| | Mellstrom, Levern | Roseau Teachers Association |
| Rosemount | Brandt, Mr. Ted | Secretary, Capitol Division, Minnesota Education Association |
| St. Cloud | Applegate, Dr. Irvamae | Vice-President, President-Elect, National Education Association; Dean of Education, St. Cloud State College |
| St. Louis Park | Gerard, Mr. Lyle | Park Association of Teachers |
| | Rausch, Mr. Gordon | Park Association of Teachers |
| St. Paul | Alexander, Mr. Fermin | City of St. Paul Education Association |
| | Berry, Mr. George L. | Principal, Hancock Elementary School |
| | Blair, Mrs. Beryl | City of St. Paul Education Association |
| | Buettner, Mr. Roger | President, South St. Paul Education Association |
| | Duff, Mr. Nicholas E. | President, Minnesota Education Association |
| | Falkowski, Mr. Frank | Legislative Chairman, Minneapolis Education Association |
| | Gallop, Mr. A. L. | Executive Secretary-Treasurer, Minnesota Education Association |
| | Jonson, Mr. Kenneth I. | North Central Regional Field Office, National Education Association |
| | Kramer, Mr. A. J. | Vice-President, Minnesota Education Association |

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|---|---|---|
| MINNESOTA (continued) | | |
| St. Paul (continued) | | |
| | Mayne, Mr. Robert | City of St. Paul Education Association |
| | Moen, Mr. Paul | Administrative Assistant for Business Affairs, Minnesota Education Association |
| | Nelson, Mrs. Grace J. | Legislative chairman, Roseville Education Association |
| | Palmer, Mr. Barney | Director of Local Associations, Minnesota Education Association |
| | Reed, Mr. Robert | Director of Research, Minnesota Education Association |
| | Rice, Mr. Paul W. | Roseville Education Association |
| | Rudolph, Mr. Robert | South St. Paul Education Association |
| | Stults, Mr. Roy | Roseville Education Association |
| | Tentis, Mrs. Cecilia | Forest Lake Education Association |
| | Wilson, Mr. Duane | Minnesota Education Association |
| Sebeka | Rising, Mr. Beryl | Northern Division, Minnesota Education Association |
| South St. Paul | Bogle, Mr. Donald | South St. Paul Education Association |
| Stewartville | Knapp, Mr. Joseph | Vice President, Southeastern Division, Minnesota Education Association |
| Stillwater | Andrews, Mrs. Beverly | Vice-President, Capitol Division, Minnesota Education Association |
| | Antell, Mr. Wilfred | St. Croix Education Association |
| | Honetschlager, Mr. Dean | Chairman, Legislative Commission, Minnesota Education Association |
| | Kilkelly, Mr. Dan | St. Croix Education Association |
| | Miller, Mr. Reginald | Member, Legislative Committee, St. Croix Education Association |
| | Sharp, Mrs. Joyce | City of St. Paul Education Association |
| Thief River Falls | Sollom, Mr. Al | Chairman, PR/R Committee, Thief River Falls Education Association |
| Tracy | Mortensen, Mr. L. E. | State Director for Minnesota, National Education Association |
| Walker | Williams, Mrs. Pearl | Minnesota Elementary Principals' Association, Northern Division |
| Warren | Gilbert, Mr. Percy A. | Northern Division, Minnesota Education Association |
| | Larson, Mr. L. Peder | Warren Education Association |
| | Pederson, Mr. Lyle H. | President, Warren Education Association |
| Waubun | Bjornson, Mr. Homer M. | Northern Division, Minnesota Education Association |
| Wayzata | Smith, Mr. Phil | Member, Legislation Committee, Robbinsdale Educational Association |
| White Bear Lake | Benson, Miss Madelyne | White Bear Lake Teachers' Association |
| | Eddy, Mr. Robert | White Bear Lake Teachers' Association |
| | Kisch, Mr. Richard J. | President-Elect, White Bear Lake Teachers' Association |
| | Strawn, Mr. Terry | White Bear Lake Teachers' Association |
| | Tornquist, Mr. Lowell | Legislative Co-chairman, St. Croix Education Association |
| | Warner, Miss Virginia | White Bear Lake Teachers' Association |
| Willmar | Hanneman, Mr. Darrell | Willmar Education Association |
| | Kothe, Mr. Dave | Willmar Education Association |
| | Sanders, Mr. LeRoy | Willmar Education Association |
| | Wareing, Mr. Mahlon | Willmar Education Association |
| | Wilson, Mr. Walter | Willmar Education Association |
| Winona | Boese, Mr. Arnold A. | Southeastern Division, Minnesota Education Association |
| | Tansey, Miss Viva | Legislative Chairman, Winona Education Association |
| Worthington | Gay, Mr. James S. | Chairman, Legislative Committee, Worthington Education Association |
| MISSOURI | | |
| St. Louis | Kleine, Mr. Glen | Educational Representative, St. Louis Post-Dispatch |

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|---|---|---|
| NEBRASKA | | |
| Holdrege | Schroeder, Mr. Howard F. | State Drrector for Nebraska, National Education Association |
| Omaha | Tice, Miss Ruby | Council Bluffs (Iowa) Education Association |
| | Brown, Mrs. Evelyn | South Central Regional Director, Department of Classroom Teachers, National Education Association |
| NEW YORK | | |
| Hastings-on-Hudson | Ettinger, Mr. Kevin | Chairman, Legislative Committee, Hastings-on-Hudson Teachers Association |
| | Smith, Mr. Raymond | National Education Association |
| | True, Mr. Donald | Chairman, Salary Committee, Hastings-on-Hudson Teachers Association |
| NORTH DAKOTA | | |
| Bismarck | Iverson, Mr. Irving L. | Executive Secretary, North Dakota Education Association |
| Fargo | Aarnes, Dr. Hale | President, North Dakota Education Association |
| | Block, Mr. Robert | President, Fargo Education Association |
| | Lestina, Mr. Dale | Vice-President, Fargo Education Association |
| | Serrin, Mrs. Barbara | Moorhead Education Association |
| Mayville | Green, Mr. Merwyn | President, North Dakota Association for Higher Education |
| | Kolsrud, Mr. Roger | Acting State Director for North Dakota, National Education Association |
| Minot | Johnson, Miss Alta | Co-chairman, Legislative Committee, Minot Education Association |
| | Reiner, Mr. Elmer | Co-chairman, Legislative Committee, Minot Education Association |
| West Fargo | Galbreath, Mr. Ward | North Dakota Education Association |
| OHIO | | |
| Delphos | Wieging, Mr. Harold A. | Principal, Jennings Local Schools, Secretary-Treasurer, Putnam County Education Association |
| OKLAHOMA | | |
| Tulsa | Lees, Mr. Bob C. | Representative, Citizenship Committee, National Education Association |
| SOUTH DAKOTA | | |
| Huron | Kleinsasser, Mr. Andrew | President, South Dakota Education Association |
| Pierre | Hald, Mr. Robert E. | Executive Secretary, South Dakota Education Association |
| | Mikkelsen, Mr. E. C. | Research Director, South Dakota Education Association |
| | Shaw, Mr. M. H. | Assistant Executive Secretary, Field Services, South Dakota Education Association |
| Rapid City | Britzius, Mr. Russ | Member, Local Legislative Committee, Rapid City Teachers Association |
| | Fauss, Mr. Glenn | Member, Local Legislative Committee, Rapid City Teachers Association |
| | Hanson, Mr. Theodore L. | President, Douglas Education Association |
| | Kennedy, Mr. Don | Chairman, Local Legislative Committee, Rapid City Teachers Association |
| | Rypkema, Mr. Lloyd | President, Board of Education, Rapid City Teachers Association |
| | Stevens, Mr. Paul C. | Superintendent, Rapid City Public Schools, Rapid City Teachers Association |
| Sioux Falls | Grebin, Mr. Don | Sioux Falls Education Association |
| | Hamrin, Miss Joy | State Director for South Dakota, National Education Association |
| | Hansen, Mr. Dan | Sioux Falls Education Association |
| | Reinecke, Mr. Martin | Sioux Falls Education Association |
| | Selnes, Mr. Marvin | Sioux Falls Education Association |
| | Simons, Mr. Milt | Sioux Falls Education Association |
| Vermillion | Ashbaugh, Mr. H. B. | Superintendent of Schools, Vermillion Education Association |
| | Forred, Mr. Walter | Vermillion Education Association |
| | Friesen, Mr. Stanley R. | President, Vermillion Education Association |
| | Herbert, Mrs. Edna | Vermillion Education Association |
| | Stedronsky, Mrs. Virginia | Vermillion Education Association |

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| SOUTH DAKOTA (continued) | | |
| Watertown | Claflin, Mr. Joe | Chairman, Legislative Committee, Watertown Education Association |
| | Dewitt, Mr. John | President-Elect, Watertown Education Association |
| | Tigner, Mr. Norm | Member, Legislative Committee, Watertown Education Association |
| UTAH | | |
| Kearns | Krueger, Mr. Robert | Representative, Citizenship Committee, National Education Association |
| Salt Lake City | Kelley, Mr. Darrell M. | Executive Secretary, Utah Council for Improvement of Education |
| | Nielsen, Mr. Jay | President, Utah Council for Improvement of Education |
| | Rosenhall, Mr. Albert L. | Executive Secretary, Granite Education Association |
| VIRGINIA | | |
| Bristol | Van Pelt, Mr. Joseph B. | State Director for Virginia, National Education Association |
| WISCONSIN | | |
| Beloit | Provus, Mr. Seymour | Executive Secretary, Beloit Education Association |
| Fond du Lac | Strupp, Mr. Jerome | Third Vice-President, Wisconsin Education Association |
| Hales Corner | Ocallaghan, Miss Pat | Representative, Executive Committee, Wisconsin Education Association |
| Kenosha | Jacobson, Mrs. Myrtle | Wisconsin Education Association |
| Neenah | Atchison, Mr. Robert | Neenah Teachers Association |
| | Johnson, Mr. Ed | Neenah Teachers Association |
| Oshkosh | Link, Miss Alma T. | President, Wisconsin Education Association |
| Racine | Schulz, Mr. David E. | State Director for Wisconsin, National Education Association |
| Wisconsin Dells | Weigal, Mr. Frank | President-Elect, Wisconsin Education Association |
| WYOMING | | |
| Cheyenne | Gates, Mr. David G. | State Director for Wyoming, National Education Association |

NEWS from the National Education Association
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DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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(213) 478-1277

For Further Information:
Tom Hawkins

April 25, 1966

FOR IMMEDIATE RELEASE

John H. Starie Named by NEA
To Direct Membership Division

WASHINGTON, D.C.--John H. Starie has been named head of a reorganized division of affiliates and membership for the National Education Association, a million-member organization.

He is presently consultant for local associations at NEA, and will take over his new task on August 1. He succeeds Ivan A. Booker, director of membership, who is retiring.

Starie moved to the NEA Center in Washington, D.C., in 1958. He has a long background in education in New England and is particularly well grounded in membership and related fields.

He was the first full time executive secretary of the New Hampshire Education Association, 1947-1950, the first regional field representative employed by NEA, and the first coordinator of NEA field service.

In his work with the New Hampshire Education Association, Starie directed rapid reorganization of the association, carried a major revision of teacher retirement through the state legislature, organized many new local associations, and saw membership in the association increase by more than a third.

As New England Field Representative for NEA, he worked with state and local associations from the Canadian border to Long Island. At the end of this period the NEA had a much stronger relationship in this six state area.

Starie, as field service coordinator, kept track of the travels of a staff of nearly 1,000 individuals who spent more than 5,500 days in the field each year working with teacher groups in every state and many foreign countries.

(More)

A consultant for local associations since August 1962, Starie has worked to strengthen the nearly 8,400 local education associations affiliated with NEA.

Born in Spencerport, New York, Starie, during the 1920's, lived on his family's ancestral farm in Shropshire, England.

Returning to America, he graduated from Amherst High School in New Hampshire and from the University of New Hampshire in 1935. He continued his education at Columbia University and there received his M.A. in American History from the Faculty of Political Science. For several summers, he did graduate work in education at the University of New Hampshire.

Starie began teaching as an instructor in history at Tilton School, one of New Hampshire's oldest boarding schools for boys. From 1943 to 1947, he was teaching principal in two small high schools.

"For four years," he said, "I was the only man on the staff. I had classes in 22 different subjects, coached basketball, directed the glee club, organized a local association, ran the state association on a part-time basis, took a correspondence course, and wrote some magazine articles."

# # # 4/25/66

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For Further Information:
Robin Dorr

April 22, 1966

FOR IMMEDIATE RELEASE

Glen Robinson Appointed
To Head NEA Research Division

WASHINGTON, D.C.--The National Education Association has announced the appointment of Glen Robinson to the post of director of Research, an NEA division. His appointment will become effective August 1.

Robinson, 42, succeeds Hazel Davis who is retiring after 40 years with the association. He joined the NEA in 1957 as assistant director of Research, and was named associate director a year ago.

A native of Tennessee, Robinson received the B.S. and M.S. degrees from the University of Tennessee, and the Ph. D. degree from George Peabody College in Nashville where he later became a faculty member and assistant to the president. He is a former teacher of high school science and mathematics and served as an infantry officer in World War II and the Korean War.

Robinson's wide experience in educational research has included studies and publications on such varied topics as school desegregation, educational finance, federal support, urban school problems, research design and statistical analysis.

Among his responsibilities at NEA has been coordination of the Research Division's developmental program in survey design and statistical analysis. He developed and conducts the division's national Teacher Opinion Poll which is featured monthly in the NEA JOURNAL, the association's official publication.

Robinson has served as research consultant to the NEA Division of Federal Relations on matters of state and national school finance and as research consultant to the NEA Urban Services Division on urban problems.

The Research Division, established in 1922, is dedicated to improving education by conducting scientific studies of current educational problems and supplying current

(More)

educational information. The division is staffed by 55 professional, clerical, and secretarial personnel who currently answer 1,500 letters a month from every state in the nation. The Division's computer based data processing system supplies timely information to NEA members, teacher associations, school officials and governmental agencies.

# # #

4/22/66

NEWS from the National Education Association
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For Further Information:
Robin Dorr

April 22, 1966

FOR IMMEDIATE RELEASE

Vermont Educator Named Executive Director
Of Women Deans and Counselors Association

WASHINGTON, D.C.--Miss Anna Rankin Harris, dean of women, University of Vermont, has been named executive director of the National Association of Women Deans and Counselors (NAWDC), a department of the National Education Association (NEA).

She will assume her duties in late summer. This is a newly established position. Mrs. Ruth Maul has been acting head of NAWDC since May 1965.

Miss Harris, 58, is a native of Kentucky where she received her B.A. and M.A. degrees from the University of Kentucky. Her professional career began in 1940 when she was a graduate assistant in the Mental Hygiene Clinic and head resident of Boyd Hall, University of Kentucky. Three years later Miss Rankin was head resident of Women's Residence Halls, Vanderbilt University, Nashville, Tennessee. She returned to Kentucky in 1944 as dean of women, Morehead State College, Morehead.

From 1946-1950, she was social director on the staff of the Coordinator of Veterans' Affairs at the University of Michigan at Willow Run Village. She served as vice-dean and later acting dean of women at the University of Pennsylvania. She has been dean of women at the University of Vermont since 1954.

In addition to her membership in the NAWDC, Miss Harris is a member of the American Association of University Women, the League of Women Voters, the Vermont Personnel and Guidance Association, and the Vermont Association for Mental Health.

(More)

**Note to Editors and Correspondents:** Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

The NAWDC was organized in 1916 and became an NEA department two years later. It has a membership of 2,500. The department's primary purpose is to improve guidance-personnel work in order to meet the increasing needs of students for these services. It also works to improve the professional competence of its members. The NAWDC is particularly interested in education as it relates to women in the changing roles in society today.

# # #

4/22/66

April 21, 1966

NEWS from the National Education Association
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For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Hannan Named by NEA to Succeed Stinnett
As Head of Professional Development

WASHINGTON, D. C., April 21--Cecil J. Hannan of Seattle, Wash., whose own career typifies America's "new breed" of teacher was appointed today to head the National Education Association unit which deals directly with the professional and personal concerns of teachers.

The 40-year-old Hannan, executive secretary of the Washington Education Association, will succeed T. M. Stinnett as Assistant Executive Secretary for Professional Development and Welfare. In this position he will join five other Cabinet-level officers, each of whom is responsible for a cluster of concerns central to the NEA's purpose and who report directly to the Executive Secretary. Stinnett retires August 1.

The appointment was made by the NEA Executive Committee which also announced two other major staff changes, both to become effective August 1: Glen Robinson, associate director, will succeed Hazel Davis as director of the Research Division; and John H. Starie, consultant for local associations, will head a reorganized Division of Affiliates and Membership, succeeding Ivan A. Booker, director of the Membership Division. Miss Davis and Booker are retiring.

Hannan brings to his new post a broad spectrum of experience in education, including teaching and administration at the high school and college level, legislative representation, authorship of many books and articles on curriculum, political, and international problems, and, as head of the 35,000-member WEA, direction of a total professional association program ranging from curriculum concerns to the establishment of community colleges in his state.

(More)

On the national scene, he helped establish the Interstate Compact on Education and the "Teach Corps," and has been a leading proponent of the teacher's right to become politically active. He has represented his state on the NEA Board of Directors, and is currently a member of the NEA Legislative Commission and the Committee on Incentives for Unification of the Teaching Profession. He is also a member of the Executive Committee of the NEA's National Training Laboratories.

A graduate of Western Washington State College, he received his doctorate from Washington State University. He has also done graduate work at Stanford University, Portland State College, the University of Washington, and the University of Denver.

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4/21/66

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(More)

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A graduate of Western Washington State College, he received his doctorate from Washington State University. He has also done graduate work at Stanford University, Portland State College, the University of Washington, and the University of Denver.

###

4/21/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

April 20, 1966

MEMORANDUM TO BROADCASTERS

This Friday and Saturday, April 22-23, educators from five nearby states and the District of Columbia will meet in a faculty desegregation conference at the Mayflower Hotel.

Though registration begins at 2:30 P.M. Friday, the conference discussions are scheduled for Friday evening and Saturday. The enclosed program outline and advance news release have the details.

You're welcome to cover all or any part of the Washington Conference on Faculty Desegregation. If you'd like to make special arrangements for coverage or interviews, please call us anytime until 5:00 P.M. Friday.

Mrs. Beatrice Gudridge of the NEA Division of Press, Radio, and Television Relations will be on hand at the Mayflower during the conference to assist you.

John F. Cox

Robert E. Harman

Division of Press, Radio,
and Television Relations
Telephone: ADams 4-4848
Ext.: 284

Enclosures

District of Columbia
Maryland, North Carolina, West Virginia, Virginia

# REGIONAL CONFERENCE ON FACULTY DESEGREGATION

by the

National Commission on Teacher Education and Professional Standards
Commission on Professional Rights and Responsibilities
Department of Classroom Teachers
Urban Services Division

of the

National Education Association

and the

American Association of School Administrators

April 22-23, 1966

Mayflower Hotel

Washington, D.C.

NATIONAL EDUCATION ASSOCIATION HEADQUARTERS
1201 Sixteenth Street, N.W.
Washington, D.C.

## Friday, April 22, 1966

| | | |
|---|---|---|
| 2:30 p.m. - 5:30 p.m. | Registration | Lobby of Mayflower<br>(just outside the State Dining Room) |
| 4:30 p.m. | Orientation for Group Leaders | |
| 5:30 p.m. - 6:00 p.m. | Refreshments a la carte | State Dining Room |
| 6:30 p.m. - 8:45 p.m. | General Session | State Dining Room<br>(Seating according to badge number) |
| | Presiding | Robert W. Bogen, Co-Chairman<br>Piedmont Area Conference |

### Dinner

| | |
|---|---|
| Greetings | Harriet DeMond, Co-Chairman<br>President, District of Columbia<br>Education Association |
| Purpose of Conference | Robert W. Bogen<br>Executive Secretary<br>Arlington (Va.) Education Association |
| "The Guidelines--What They Say and What They Require" | William Holloway<br>Education Specialist<br>U.S. Office of Education |
| Speaker | Thelma F. Davis<br>Past President<br>NEA Department of Classroom Teachers |

"A Charge to the Profession...What is Moral and Right"

9:00 p.m. — Small Discussion Groups

- Introductions
- Exchange of experiences
- Exploration of ideas for guidelines and action plans

Saturday, April 23, 1966

| | | |
|---|---|---|
| 8:30 a.m. - 9:00 a.m. | Continental Breakfast | State Room |
| 9:00 a.m. - 10:00 a.m. | General Session | East Room |
| | Presiding | Harriet F. DeMond, Co-Chairman<br>Briefing on Saturday Sessions |
| | Panel Presentations | Three Case Studies |
| | Two State Education Agencies Facilitate Desegregation | Howard E. Row<br>Assistant Superintendent<br>Delaware State Department of Educ. |
| | A Local System Eliminates Completely Its Dual System of Education | George Tramontin<br>Superintendent of Schools<br>Charlottesville, Va. |
| | A Classroom Teacher Looks at Faculty Desegregation | Reginald M. Washington, Teacher<br>District of Columbia Public Schools |
| 10:00 a.m. - 10:15 a.m. | PR&R Guidelines for Retention of Teachers | Cornelius E. Gisriel<br>Vice Chairman<br>PR&R Commission |
| 10:30 a.m. - 11:30 a.m. | Group Discussions continued<br>(Seating according to badge number) | |
| 12:00 noon - 1:30 p.m. | Luncheon | State Dining Room |
| | Presiding | Robert W. Bogen, Co-Chairman |
| | Greetings | Richard Barnes Kennan<br>Executive Secretary<br>PR&R Commission |
| | Speaker | Dr. Vernon Haubrich, Professor<br>Teachers College<br>Columbia University |

1:45 p.m. - 2:45 p.m. State Discussion Groups
(State groups in assigned meeting rooms)

"What Can Our Profession Do at the State and Local Level?"

| | |
|---|---|
| North Room<br>North Carolina | Concord Room<br>West Virginia |
| Potomac Room<br>Delaware | Cabinet Room<br>Virginia |

East Room
West End - Maryland
East End - District of Columbia

3:00 p.m. - 4:00 p.m. General Session — East Room

Presiding — Harriet F. DeMond, Co-Chairman

Brief State Reports of Plans for Professional Action at the State and Local Levels

Conference Summary — Dr. Gertrude Noar, Consultant
NEA Sub-Committee on Human Rights and Anti-Defamation
League of B'nai B'rith

The District of Columbia Education Association
and
The Arlington Education Association

WELCOME YOU

to the Nation's Capitol

This conference is paid for in part by a grant from United States Office of Education and is administered by the NEA-PR&R SUB-COMMITTEE ON HUMAN RIGHTS OF EDUCATORS.

---

NEA Staff Conference Coordinating Committee

Samuel B. Ethridge, Chairman

Dave Darland, George Jones, Taimi Lahti, Gertrude Noar, James Williams
Dorothy Massie, Edith Goldman, Sina Reid,
Betty Andrews

---

Planning Session Participants: Washington, D.C., Maryland, North Carolina, West Virginia, Virginia

Robert Bogen )
Harriet F. DeMond) Co-Chairmen

Ernestine F. Starnes Recorder

John M. Belcher
Carrie R. Brown
Tom Bush
Sarah M. Davis
A. C. Dawson
Lois V. Edinger
Nancy H. Gibbs
Cornelius E. Gisriel
Richard Gdusha
Elizabeth D. Griffith
Charles R. Harris
George Jones
J. Rupert Picott
Howard E. Row
Ann Virginia Theis
George C. Tramontin
Robert Williams

Conference Evaluators

Morris Osburn, Chairman

James McKee Charles Clark David Cunningham

Western Kentucky Human Relations Center for Education,
USOE designee



500--4/19/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

April 20, 1966

MEMORANDUM TO:

You're invited to cover the Washington Conference on Faculty Desegregation to be held by the National Education Association (NEA) April 22-23 at the Mayflower Hotel.

Enclosed is an advance news release and a preliminary outline of the program.

I'll be glad to help in any way possible to expedite your coverage either prior to or during the meeting.

Cordially,

Beatrice M Gudridge

Beatrice M. Gudridge
Associate Director
Division of Press, Radio,
and Television Relations

BMG/mb

Enclosures

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For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Educators from Five States, D.C., Probe
Impact of USOE Desegregation Guidelines

WASHINGTON, D. C., April 19--The impact--moral, legal, educational and practical--of new U. S. Office of Education guidelines on faculty desegregation will be explored by 150 educators from five states and the District of Columbia in a two-day conference this weekend at the Mayflower Hotel.

Second of a series of four regional conferences on faculty desegregation conducted by the National Education Association under a grant from USOE, the Washington Conference will be co-sponsored by the District of Columbia Education Association (DCEA) and the Arlington Education Association (AEA).

Washington, D. C., educators will be joined by colleagues from Maryland, Virginia, North Carolina, West Virginia, and Delaware for the sessions beginning at 2:30 p.m. Friday, April 22 and winding up Saturday afternoon.

Speakers will include William Holloway of USOE, Thelma Davis of Griffin, Ga., former president of the NEA Department of Classroom Teachers, and Vernon Haubrich, professor of education, Teachers College, Columbia University.

Co-Chairmen of the conference are Robert W. Bogen, executive secretary, Arlington Education Association and Mrs. Harriet DeMond, president, District of Columbia Education Association.

The Washington Conference, like an earlier one in Dallas, Texas and two others scheduled for Nashville, Tenn. and Atlanta, Ga., is designed to:

- Clarify the new federal guidelines drawn to enforce the 1964 Civil Rights Act's ban on discrimination in federally aided programs under Title 6.

(More)

- Increase understanding of the educational and moral issues involved.
- Explore concepts from which policy statements on hiring, placement, and advancement of school personnel at all levels could be developed.
- Examine methods that conference participants can use to secure support within the teaching profession and in their communities.
- Develop plans that can be used to prepare teachers, pupils, and parents for desegregation and to facilitate change.

Participants in the Washington Conference will include a cross section of education association leaders, at both the local and state level, and teachers--including those who have worked successfully in desegregated classrooms or with children of another racial group. Other participants will include representatives of state departments of education, school administrators, parents, business and community leaders.

NEA units conducting the conferences include the Department of Classroom Teachers, National Commission on Teacher Education and Professional Standards, and the Urban Services Division, together with the American Association of School Administrators.

# # #

4/19/66

April 19, 1966

MEMORANDUM FOR: FEA Ad Hoc Strategy Committee

SUBJECT: Proposed FEA Public Relations Program

Since we are blessed with time--it is on our side--it is not feasible to have a sustained attention-grabbing campaign to last for a full year. Instead, we should start with a slow, deliberate low-pressure campaign in the fall with teachers in the vanguard.

It is important for teachers to sell themselves--it is their image that needs to be improved. And there is no better way to accomplish this objective than to have teachers help improve their own image. We must involve teachers in the campaign--a campaign aimed at spelling out the association's objectives. To teachers it will have a fourfold purpose: 1) It will improve their public image by exposing them to the public in a favorable light, 2) It will involve them in association activities, 3) It will serve as an outlet to vent long-standing frustrations, 4) It will help stimulate interest and build membership in the association.

While the major portion of the campaign is designed to begin in the fall, immediate attention will be given to get vital information to members in the next couple of weeks.

For example, a special pullout section in the May issue of the Florida Education will feature things teachers have to know now: Highlights will be presented of the NEA Report, the program action committee report (legislative program); explanation of sanctions, and FEA position on sanctions alert.

At the same time, periodic press reports will be issued from time to time on association activities, reports and other data.

An extensive grass roots campaign will be kicked off at the School of Instruction in August.

Between May and August extensive planning preparations will be underway for the grass roots approach. During this period PR staff will prepare a comprehensive information package including speeches, slides, sample news releases for local newspapers and other background material for teachers to use.

Speeches will reflect major FEA objectives--teachers salaries, inadequate instructional program, oversized classrooms, and other major points the FEA Board feels necessary to put across.

Braulio Alonzo could be involved in this program as an inspirational leader for teachers. His prestige will be heightened if he is elected president-elect of NEA, and his great speaking ability would add impetus to the speakers' bureau campaign.

Every effort should be made to have at least a few teachers from every school participate in this massive grass roots campaign. This will require much work and effort on the part of the PR staff to activate. It will also require close scrutiny and supervision. The extensive field work may require the addition of another professional person to be added to the PR staff.

The grass roots campaign should be timed so that a climax would be reached during American Education Week in November. We should take advantage of this opportunity to expand on school needs by setting up actual situations--display inadequate equipment, oversized classroom, lack of library books, etc.--in the schools when parents visit them during the week.

There are various ways to do this. A special night could be set aside to dramatize the critical aspects of the school program giving parents a first hand look at what teachers have been talking about during the previous weeks and months. It shouldn't be all negative, however, and the positive side should continue to be emphasized. This will also serve as giving parents a means for comparison.

The fall campaign should run from early September through American Education Week and will represent PHASE ONE of the overall campaign. It might be well that activities between Thanksgiving and New Years be kept to a minimum lest we risk the chance of becoming stale and burning ourselves out. The holiday lull should be used to gather momentum for PHASE TWO--the most important part of all--beginning after New Years.

* * * *

Reassess the overall picture in early January. Since the campaign is pitched at influencing the legislature--they are the ones who ultimately hold the power--a massive effort should begin during this period to woo individual legislators.

There are several ways to do this. Individual face-to-face contacts are one. Regional meetings can be planned where legislators will be invited to listen to teachers explain the educational program. These should not be auditorium or basement type meetings. A program should be planned--perhaps a dinner meeting--where there will be an opportunity for informal discussions and socializing between teachers and legislators.

The program should include some sort of entertainment--school children performing or a satirical skit, for example. The evening should be climaxed with a brief outline of the educational program. These regional meetings with legislators can carry a general theme--Salute To Our Political Heritage--emphasizing the recognition by teachers of the responsibilities of legislators; also pointing out the objectives and responsibilities that teachers and legislators have in common.

These legislator-teacher meetings can be held in each of the counties on a county-by-county basis or, where this is not feasible, at regional meetings in strategic locations around the state.

The meetings should be held between January and late March. They should receive advance publicity and press, radio and television representatives should be encouraged to cover them.

Perhaps one of the major points to make at these meetings is this: While the educational program sought by FEA calls for increasing more tax funds, meeting these responsibilities now will not only provide an improved educational system but, in effect, represents a saving in the future.

In other words--meet the tax increase issue head on. Tell the people that they are getting a service--the most important service that public tax monies can buy.

Tell them that the future of Florida--whether it will continue strong among the states in the nation--depends on the size of the financial investment it provides for its children now.

Tell those who oppose school taxes now that they, and eventually their children, will pay proportionately higher taxes if they continue the present unrealistic "hold-the-line" tax policy.

Give examples where these conservative tax policies in other parts of the country have contributed to deteriorating school conditions, resulting in a loss of economic growth. Encourage legislators to fight for tax funds to head off ignorance--the real culprit in a declining society.

For example, the sophisticated space and missile industry in Florida does not look forward to penny-pinching educational fiscal policy.

And to remind the public that education is the state's number one problem and should be given first priority by the legislature, it might be well to come up with a theme something like this:

EDUCATION: THE PUBLIC'S FIRST CONCERN AND THE LEGISLATURE'S....TOO!

While much of the emphasis will be on the legislature during PHASE TWO, the campaign should be aimed at mustering the total resources--cooperating educational agencies, and business, industrial, civic and fraternal organizations among others--building toward a climax in late March. Here are some activities that should be considered:

- Reactivate the teacher's speakers bureau.
- Coordinate activities with the Continuing Educational Council. The Council could at least set up speaking engagements before various groups.
- Involve business, community and civic leaders. Urge those friendly to education to make speeches. Enlist the Jaycees.
- Work out a plan with the Planning Committee for the Governor's Conference and determine how it can cooperate in the campaign.
- Contact the parochial schools (Fr. McKeever) and enlist their support.
- Sponsor a Legislative Night at FEA Convention in March. This could be used to peak campaign prior to opening of Legislature in August. Invite Speaker of House and President of Senate as speakers and plan something special for the Education Committees.

Meanwhile, a full report on Florida schools--called the FLORIDA SCHOOL REPORT--will be published for distribution to teachers, legislators, community and business leaders.

This report will be very extensive and will graphically illustrate the needs of the schools with pictures and stories. See sample copy of UTAH SCHOOL REPORT.

At the same time, periodic press releases will be issued from time to time as the occasion arises for a news story. Press reports should not, however, be issued for the sake of giving out a press release.

The Press, Radio and Television media should be encouraged to do in-depth stories on their own initiative and should be given key leads by the PR Staff to develop these stories.

And then there are the other public relations devices--newsletters, pamphlets, and brochures for individual distribution and bulletin board use. The use of billboard space is helpful if the message is clear and effective.

The vast resources of the National Education Association are available for general use in the campaign and the Division of Press, Radio and Television stands ready to assist in any way that it can.

Overall, the campaign should not cost a lot of money or give the public the impression that it is expensive. That is why we have emphasized a self-help campaign involving teachers and the total resources of the community on a voluntary basis to tell the education story. This is good, honest public relations--and it's a lot of hard work. And it can be effective if everyone pulls together.

This public relations proposal was worked out in cooperation with Gayle Norton and Chuck Cook of the FEA-PR Staff and Howard Carroll of NEA.

Submitted By:

Howard Carroll

Howard J. Carroll
Assistant Director
Division of Press, Radio & Television Relations
National Education Association

NEWS from the National Education Association
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FOR P.M. RELEASE, MONDAY, APRIL 18, 1966

NEA to Resume Investigation
Into Detroit Public Schools

WASHINGTON, D.C., April 18--Members of a special committee of the National Education Association will return to Detroit May 11-15 to resume their investigation of conditions in the city's public schools.

This was disclosed today by Richard B. Kennan, executive secretary of NEA's National Commission on Professional Rights and Responsibilities (NCPR&R).

At the same time, Kennan called upon Detroit community leaders, public school personnel and all interested citizens to submit information that may be of value to the investigation.

The NEA Special Committee plans to set up an office in Detroit before May 10 to receive information related to the investigation and to make appointments for those persons who wish to meet with the special committee members during their five-day visit, Kennan said.

Meanwhile, information concerning the investigation will be received by mail at the following address:

NEA Special Investigating Committee
Post Office Box 201
College Park Station
Detroit, Michigan 48221

"All communications mailed to this box will receive the immediate attention of the NEA Special Committee and staff," said Kennan.

The investigation, which was requested by the Detroit Education Association, an affiliate of the NEA, has no relationship with the jurisdictional status of Detroit

(More)

teachers, Kennan emphasized, adding: "Its principal concern will be to make a professional determination of the equality of the educational opportunity in Detroit public schools."

The special committee was barred from the schools when it began its investigation earlier this month.

A Detroit school spokesman explained that, according to his interpretation of the law, the investigation of conditions in the schools by an outside organization might be a violation of fair labor practices.

(The AFL-CIO Detroit Federation of Teachers has a collective bargaining contract with the Detroit School Board.)

Kennan said the investigating committee has learned that:

- There are severe problems in the schools.
- There are solutions to these problems.
- The public has the right to know about both.

"Only with full access to all sources of information can the public recognize the problems, support the solutions, and insure that their children have full and equal educational opportunities," said Kennan.

# # # 4/18/66

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FOR IMMEDIATE RELEASE

President Signs Overseas School Legislation
Long-Sought by National Education Association

WASHINGTON, D. C., April 18--Overseas teachers won an average salary increase of $800 and an important round in their 10-year campaign to improve educational conditions abroad when President Johnson signed new legislation for American dependents schools last weekend.

Supported vigorously by the National Education Association (NEA) with which many of the overseas teachers are affiliated through the Overseas Education Association, the bill, H.R. 6485, orders the Defense Department to pay its 6400 teachers, counselors, supervisors and teaching-principals in some 28 lands the same salaries their big-city colleagues earn back home.

NEA Executive Secretary William G. Carr pointed out that the 325 overseas schools for 165,000 children of American servicemen and government employes abroad make up the ninth largest school district of the United States.

Insufficient teacher pay, he said, was one factor which prompted NEA in 1963 to issue an "urgent" advisory warning to teachers that conditions in overseas schools were not conducive to good education. The advisory is still in effect.

(The NEA's long-held view was confirmed by a recent 34-day, 24,000-mile Congressional investigation which reported school deficiencies ranging from "serious" to "poor" in school administration, buildings, equipment, textbooks, teacher-pupil ratio, intercultural exchange, educational standards, teacher pay and financing).

(More)

According to Dr. Carr, the new salary schedule becomes effective on the first day of the first pay period following its enactment. He said the Department of Defense is now in the process of issuing instructions to the military departments which will provide the following pay schedule: $5265-$7365 for classroom teachers with a bachelor's degree; $5680-$8155 for teachers with a master's degree; and from $6125-8825 for teachers with a doctor's degree.

This compares, Carr pointed out, with the present pay schedule for classroom teachers which ranges from a beginning salary of $4835 to a top of $6615.

Salaries of other educators overseas will range, under the new legislation, as high as $11,455.

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4/18/66

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4/13/66

FOR IMMEDIATE RELEASE

Record Attendance Expected For National
Audiovisual and Communications Conclave

WASHINGTON, D. C.--Some of the nation's leading scholars, researchers, administrators and teachers, together with instructional technologists and specialists in audiovisual and communications, will participate in the national convention of the Department of Audiovisual Instruction (DAVI) April 24-28 in San Diego, California.

The meeting is expected to be the largest in DAVI's history, with attendance estimates ranging from 4,000 to 5,000. Delegates will come from practically every state as well as from foreign lands.

A highlight of the convention will include the world's largest exhibit of classroom audiovisual devices.

A series of conferences--including discussion and small group meetings and general sessions--will cover all phases of instructional technology from theoretical and research support to cinematography, graphic arts, television, programmed instruction, and the administration of communications and instructional materials centers.

General session speakers include James E. Russell, secretary of the Educational Policies Commission of the National Education Association and the American Association of School Administrators; Donald N. Bigelow, acting director of the Division of Educational Personnel Training, U. S. Office of Education; John Barson, associate professor of

(More)

**Note to Editors and Correspondents:** Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

administration and higher education, Michigan State University; Robert Heinich, assistant professor, Department of Instructional Technology, University of Southern California; and James D. Finn, professor of education and head of the Department of Instructional Technology, University of Southern California.

DAVI President Donald P. Ely, director of Instructional Communications, Syracuse University, will discuss "Countdown for Action" at the fifth general session on Thursday, April 28. He will present an assessment of the audiovisual field including an analysis of its shortcomings.

Kenneth Norberg, coordinator of audiovisual services and professor of education at Sacramento State College, will talk on "Our Agenda for Action." Norberg is president-elect of DAVI, a department of the National Education Association. DAVI has a membership of more than 6,000.

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4/13/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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April 11, 1966

MEMORANDUM TO: Editorial, Financial, and Education Writers and Broadcasters

FROM: Tom Hawkins, Division of Press, Radio, and Television Relations of the National Education Association (NEA)

SUBJECT: "What Everyone Should Know About Financing Our Schools," a new booklet from NEA's Committee on Educational Finance.

This is the time of year when many school systems are planning their budgets for the 1966-67 school year. This booklet is designed to assist writers dealing with the problems of school finance.

School costs have grown and will continue to increase, the school finance report declares. But there are difficulties in finding the funds.

SOME HIGHLIGHTS:

- Current expenditures for public elementary and secondary schools rose from $7.34 billion in 1954-55 to $18.58 billion in 1964-65, an increase of $11.24 billion. This figure does not include the cost of new school buildings.

- The present funds are insufficient. Reasons, the booklet reports, are: (1) A loss of value of the dollar. School boards spent about $141 last year to buy what $100 bought in 1954-55. (2) Higher pupil costs, expecially in high schools, along with increased pay for teachers, increased services available to pupils, and stepped-up quality in education.

- The cost of new school buildings, equipment, and interest on loans is high. Expenditures rose $1.3 billion between 1954-55 and 1964-65 to meet rising enrollments and provide adequate schools.

- The economy of this nation is high and the real issue is one of educational vision, according to several leading citizens serving on national commissions. To raise the funds needed will require full backing of the community, and the state, plus additional federal support, the report suggests.

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FOR IMMEDIATE RELEASE

Train Teachers In
International Studies
NEA Leader Urges Congress

WASHINGTON, D. C., April 7--The executive secretary of the National Education Association (NEA) declared today proposed legislation aimed at improving international understanding should provide for better preparation of elementary and high school teachers.

William G. Carr told a House Task Force on International Education: "If we wish enlightened public interest and responsible public participation in the formation of foreign policy, we must give attention to those places where most of the people are educated."

Carr, who is also Secretary-General of the World Confederation of Organizations of the Teaching Profession, (WCOTP), testified before members of the Committee on Education and Labor.

Speaking in support of the International Education Act of 1966, Carr pointed out that most Americans complete their education in the elementary and secondary schools.

Because of this, he explained: "Highly trained scholarly leadership in international studies should be made available more abundantly to the education of those teachers who serve in the elementary and secondary schools."

The legislation is designed to establish graduate centers at higher education institutions for research and training in international studies to strengthen our relations with other countries.

(More)

One of the major purposes of the legislation, Carr said, should be the preparation and in-service education of elementary and high school teachers.

"There is some recent tendency to polarize Congressional action in education either on the academically talented or on those who are severely deprived culturally and economically," said Carr, adding:

"Adequate educational opportunity must also aim to develop that informed citizenship which has been a national necessity in the past and which is all the more crucial today in light of the new responsibilities of world leadership which have fallen upon this nation."

The NEA executive said the emphasis on the training of elementary and high school teachers is heightened when "we consider that academic excellence by itself can be remarkably ineffective in modifying conduct."

On occasion, Carr said, our international hopes and efforts have been "thwarted not alone by a lack of scholarship, but also by a limited popular understanding of the culture and attitudes of other people."

Carr proposed that graduate centers included in the legislation deal with developing research on methods of teaching attitudes and concepts vital for international understanding.

"Thus, we might hope in time to develop a citizenry with more profound understanding of other peoples--for it is very difficult to modify attitudes learned in childhood and early youth."

Carr pointed out that the theme for the 1965 NEA convention in New York City was "Education for World Responsibility."

"The Association's resolutions call upon members to recognize the reality of the U. S. involvement in international relations, and to accept their responsibility at all school levels, and in all subject areas, to prepare American students for their world responsibilities," said Carr.

(More)

Carr told the Congressional Committee that NEA has 980,000 members and, with the combined membership of its 8,000 state and local affiliates, represents about 90 per cent of the nation's school teachers and administrators in addition to a substantial percentage of the faculty in higher education.

WCOTP is a non-governmental organization which, through its national teachers organizations, includes approximately four million teachers in 90 countries.

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4/7/66

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FOR P.M. RELEASE, THURSDAY
APRIL 7, 1966

Nation's High Schools Differ Greatly,
New Conant Study Reveals

WASHINGTON, D.C., April 7--A preliminary report on a national study of secondary education indicates that American public high schools are widely divergent in their scope and operation.

The study, conducted by the National Association of Secondary-School Principals (NASSP), is directed by Dr. James B. Conant, celebrated American educator.

In a report issued today to NASSP members, Conant calls attention to four main areas of study. They are:

- High school graduates who continue their education.
- School principals and the total number of grades for which they are responsible.
- Type of school organization.
- Student enrollment.

The survey is based on information received from about 15,000 of the nation's public high schools which have a 12th grade.

More than three quarters of the responding schools send from 25 to 75 per cent of their graduates on to further education, said Conant.

While only about four per cent of the schools had less than 10 per cent of their graduates continue full-time education, at the other end of the spectrum, only 7 per cent of the schools had three-quarters or more graduates furthering their education.

(More)

**Note to Editors and Correspondents:** Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

"These figures, I think support the general view that many of us had that the typical high school of the United States is a school which is serving a widely heterogenous student population," said Conant, adding: "Heterogenous in regard to their ambitions for education beyond the 12th grade."

The survey discloses that the responsibilities of the high school principal vary widely.

In a majority of the schools the principal was responsible for anywhere from 6 to 3 grades. Surprisingly, Conant explains, 19.3 per cent of the schools were those in which the principal had 12 grades.

Most common, however, was from 7 to 12 inclusive or grades 10 to 12. A few principals--.1 per cent--had the 12th grade only.

Another eye opener, Conant pointed out, was the difference on a state-by-state basis in the type of school organization and the problem this poses for chief state school officers.

"Before I started my study of the American high school, I would have thought that almost all the high schools of the country were in a system which was organized either on a (6-3-3) or an (8-4) basis," said Conant. "But the figures show how wrong I was on such an assumption."

Only 47.6 per cent of the schools are organized on the (6-3-3) or (8-4) basis, Conant said. Next comes the (6-6) group with 20.8 per cent; followed by the (6-2-4) system, representing 15.3 per cent of the schools. Those on a (4-4-4) and (5-3-4) basis and others accounted for 2.0 per cent, 3.4 per cent and 10.9 per cent respectively.

Extreme differences were disclosed between the states, particularly in regard to the role of the junior high school.

More than 40 per cent of the schools were organized on a (6-3-3) system and include such states as Alabama, Maryland, Oklahoma, Pennsylvania, Rhode Island, Utah and Washington. These states were called "junior high school states" in the survey.

(More)

New Conant Study

More than 50 per cent of the schools in seven states, according to the Conant report, are set up on an (8-4) basis, leaving relatively few junior high schools. These states are: Arizona, Illinois, Kansas, Montana, North Carolina, Oregon and South Dakota. In Illinois, for example, only 6.8 per cent of the schools responding have a (6-3-3) system.

Arkansas and Mississippi stand out as states in which school organization is predominantly on a (6-6) basis.

Enrollment figures point to a high number--45.5 per cent--of small high schools with enrollments of less than 500 students--a trend that has been known for years, says Conant.

What is astonishing, however, is the small number of very large high schools with enrollments of 2,000 or more. Only 908 or 6.1 per cent of the high schools are in this category. Most common are those between 500 and 2,000, representing 48.4 of all high schools.

The states differ widely on student enrollments. Eleven states have three of four schools with less than 500 pupils. They are: Alaska, Idaho, Iowa, Kansas, Maine, Montana, Nebraska, North Dakota, South Dakota, Oklahoma and Wyoming.

Five states--Kansas, Montana, Nebraska, North Dakota, and South Dakota--have four of five schools with less than 500 students.

California stands out as a state with large high schools, 30 per cent of schools reporting enrollment of 2,000 or more pupils. Arizona is next largest in the percentage of large high schools with 17.1 per cent having 2,000 or more.

The NASSP study committee conducting the secondary education study will continue with emphasis on professional staff-student ratio, guidance officer-student ratio, and related information.

Serving on the study committee with Conant are:

(More)

George E. Shattuck, associate director, Washington, D.C.

Nathaniel Ober, assistant superintendent of schools, Minneapolis, vice-chairman.

Robert L. Foose, principal, Westfield, N. J.

Samuel M. Graves, principal, Wellsley, Mass.

Ellsworth Tompkins, executive secretary, NASSP, Washington, D.C.

Warren C. Seyfert, director of editorial services, NASSP, Washington, D.C.

Eugene Youngert, educational consultant

NASSP is a department of the National Education Association.

# # #

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
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April 7, 1966

**Memorandum to:** Education Writers

Teaching Career Month is observed annually throughout the month of April. It was inaugurated in 1958 by the National Education Association to focus public attention on the importance of selecting, preparing, and retaining the best possible teachers for our nation's schools and colleges.

We thought that you might like to have available for reference a copy of the new Teaching Career Fact Book which has just been published by the National Education Association.

Between the covers of this book lies a wealth of up-to-date facts and figures about teaching.

It explains, for all levels of teaching, what a teacher does in and outside of the classroom, how much and what kind of preparation is necessary, and the general working conditions--good and bad. It shows that the public schools suffer an overall shortage of 148,000 teachers, but that teacher supply and demand are very uneven in different subjects and at different levels.

It also discusses the differences and similarities between public and private schools. It tells what is required for certification, why a degree from an accredited teacher education institution is advisable, and which institutions are nationally accredited.

In short, this book presents a comprehensive picture of the teaching profession today. It compares salaries in education with other fields, defines a teacher's professional responsibility, and outlines the purposes and goals of professional associations.

Sincerely,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
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April 7, 1966

MEMORANDUM TO: Heads of Units at NEA headquarters

Copy for:

We would like to share with you a clarification of our policies on the handling of news and information stemming from NEA and departmental sources.

Our press service falls into two categories:

1. News of general public interest distributed to the daily papers, broadcast outlets, wire services. An example would be the recent NEA investigation in Florida, an EPC statement, comments by leaders on pending legislation, important convention statements and actions, etc.

2. News of professional interest to teachers distributed (depending on news value) to NEA and departmental publications, state journals, local newsletters. Examples would be a new NEA insurance program, "how-to" books for teachers in various curriculum fields.

We reserve the right to make editorial judgments on the newsworthiness of the item and its pattern of distribution. As you might imagine, there is little difficulty deciding when an item falls into Category 1.

It is in Category 2 that we run into trouble. We are frequently asked, for example, to publicize booklets or projects of various units which have no general news interest and very limited and highly specialized professional interest. If we should agree to every request, our "clients" --editors of departmental publications, local education association editors, state journal editors--would shortly be inundated and our own reliability index as a "news" service would be badly damaged.

I would like to suggest that you and your staff assess the item to be publicized for its possible general or professional news value.

If it falls in the professional category--and a limited one at that--probably your best bet is to alert your own members to it. You may also wish to send copies to heads of other units in the building. Perhaps the NEA Reporter or the NEA Journal would be interested. Or if you deem it of special interest to other more specialized publications published in the building, we will be glad to lend you our list of departmental editors. If it is a book, you may want to call it to the attention of the Publications Division. Editor Carol Epstein of their staff prepares "Capsule Reviews" of books and other publications which you can order in quantity to send to your distribution lists.

We hope you will continue to alert us to possible newsbreaks out of your office so that we can continue to channel a flow of lively interesting worthwhile press copy into the proper news channels. The enclosed forms may be useful.

Cordially yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

Enclosures

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For Further Information:
Howard Carroll or Tom Hawkins

April 6, 1966

FOR IMMEDIATE RELEASE

Educational Policies Commission
Announces New Officers

WASHINGTON, D.C.--George B. Brain, dean of the College of Education at Washington State University in Pullman, is the newly-elected chairman of the Educational Policies Commission (EPC). He succeeds Arthur F. Corey, executive secretary of the California Teachers Association.

Brain was vice-chairman and is also immediate-past-president of the American Association of School Administrators (AASA). He was superintendent of public instruction at Baltimore, Md., before going to Washington State.

Stephen J. Wright, president of Fisk University, Nashville, Tenn., is the new vice-chairman. He is a widely known educator. Wright is president-elect of the Association for Higher Education, a department of the National Education Association (NEA).

Forrest Rozzell, executive secretary of the Arkansas Education Association at Little Rock, was elected as a member of the steering committee. The committee assists in the planning of documents developed by the Commission.

The new officers assume their posts in July.

Although the Commission is sponsored by AASA and NEA, it does not make policy for either group. EPC's sole authority lies in the contributions its studies make to thinking on major educational issues.

# # #

4/4/66

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FOR IMMEDIATE RELEASE

Briefs from the "NEA Journal"

Unionism vs. Professionalism in Teaching;
NEA President Stresses the Difference

WASHINGTON, D. C.--Richard D. Batchelder, president of the National Education Association, summarizes the basic disagreement between the NEA and the American Federation of Teachers, AFL-CIO, in two words: "responsibility and independence."

Writing in the April issue of the "NEA Journal," the association's official publication, Batchelder points out that "independence for the teaching profession is essential because public education is for all people and support for public education comes from all segments of society."

By contrast, he observes, the United Federation of Teachers, the AFT's largest affiliate, has stressed as its primary objective "to cooperate to the fullest extent with the labor movement and to work for a progressive labor philosophy; to awaken in all teachers a labor consciousness and a sense of solidarity with labor."

The author cites incidents showing how the teachers union is strongly influenced by labor policy.

A recent example, it was noted, is the case of Kingsport Press, a major publisher of textbooks, which is involved in a labor dispute with various printing unions. The AFT, through local affiliates, urged school boards across the nation to refrain from purchasing textbooks and other materials published by the Tennessee publishing firm. "The teaching profession must not become embroiled in secondary boycotts arising from labor disputes," declares Batchelder.

(More)

When it comes to supporting taxes earmarked for education--particularly sales taxes--in some places the teachers union, following labor's lead, has opposed them.

He cites cases in Indiana, California, Maryland, Pennsylvania, Ohio, Kentucky and Louisiana where organized labor fought tax measures that would have provided increased support for the schools.

"By affiliating with the AFL-CIO, the teachers union must sometimes subordinate its own objectives to those of its parent body," the NEA president says.

"Teachers must remain responsible, independent, and free to teach, so that children may be free to learn," he concludes.

# # #

Publishing Important As
Promotion Factor, Poll Indicates

WASHINGTON, D. C.--Among a representative sampling of 3,500 college teachers, a sizeable number believe that publishing is a significant or even a primary factor in their promotion, a survey in the April issue of the "NEA Journal," official publication of the National Education Association, discloses.

The NEA Research Division polled teachers from four-year degree-granting colleges and universities and from junior colleges. It found that 22.9 per cent of the faculty at four-year institutions considered publishing vital and 55.5 per cent felt it was "important among other equally important factors" in promotion. The majority of teachers in junior colleges, 79.9 per cent, report that publishing is less important than other considerations.

On the junior college level, teaching ability is more important than publishing, the survey indicates, although only 37.7 per cent think that it is crucial. The majority of respondents in both the two and four-year institutions say that teaching ability is important, but that other factors are equally important.

(More)

Publishing Important As
Promotion Factor, Poll Indicates

Queried on academic freedom, the majority believe they have enough--almost two-thirds of the four-year faculty, and 60 per cent of the junior college teachers.

# # #

Tempest Over Student Fads;
How Much Control Should Schools Have?

WASHINGTON, D. C.--Clothes may make the man--or woman--but there is a growing tempest in the nation's schools over how much control principals and teachers should have over recent fads that call for shaggy haircuts, shrinking hemlines, and unusual attire. Dorothy Waleski, writing in the current issue of the "NEA Journal," official publication of the National Education Association, surveys some of the common sense approaches taken by many high school and college systems. Opinions differ, but grades and deportment appear to go up where schools exert some control over the fashion fads currently prevalent, the author notes.

# # #

Prevent Student Failure;
Not Treat It, Says Educators

WASHINGTON, D. C.--The teacher must share the burden of responsibility for the prevention of failing students. Six educators, writing in the "NEA Journal," official publication of the National Education Association, stress that "the chief concern of teachers...is to prevent failure, rather than to find remedies for it."

Granted that home environment, over emphasis on good grades, and overburdening of children with out-of-school activities, may cause a child to fail, ultimately it is the teacher's responsibility to understand, guide, and draw out the best potentials in students. "Failure can be one of the most debilitating experiences a child can encounter, for he is rarely equipped to face or endure it," according to Katherine Cotter, associate professor in education, Boston College. "The school is obligated not only to aid the student in establishing realistic educational and vocational goals, but also to assist him in attaining them" she concludes.

# # #

Teacher Mobility Creates Problem
Of Providing Retirement Benefits

WASHINGTON, D. C.--"Within a five-year period 100,000 teachers move from one state to another," according to a story in this month's "NEA Journal," official publication of the National Education Association. This teacher mobility has created a pressing problem--providing retirement benefits for these teachers who transfer from one state to another.

Interstate reciprocity, out-of-state credit, and the formation of a national retirement system have, so far, failed, the article notes. "Vesting with deferred benefits payable at retirement is the best, most feasible method of providing reasonable retirement benefits for the mobile teacher," the author suggests.

The National Council on Teacher Retirement (NCTR), composed of retirement system administrators and NEA representatives, has for the past 20 years recommended vesting after five years of service. Better ways of solving the retirement problem may be found, but for the time being the article suggests that "Teachers move every year; they cannot afford to wait for a panacea."

# # #

'I've Got a Tiger by the Tail';
Says TV Teacher To Much Avail

WASHINGTON, D. C.--The glamour of television wears a little thin after a year of seven-day work weeks, according to TV teacher Gladys D. Davis, Santa Ana, Calif., who tells of her experience in the April issue of the "NEA Journal," official publication of the National Education Association.

"I've got a tiger by the tail," says Mrs. Davis of her TV teaching box--sometimes resembling Pandora's dilemma. The box cost about $3,000 to equip with all the necessary film, phonographs, slides, projectors and sundry gadgets.

But despite a lot of personal sacrifice--no social life and busy weekends spent on typing, filing and memorizing scripts--the project has been successful and gratifying, judging by student and teacher reaction, says Mrs. Davis.

# # #

4/4/66

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FOR SUNDAY RELEASE
APRIL 3, 1966

NEA TEPS Commission Urges
Teacher Corps Members
To Live in the Slums

WASHINGTON, D.C.--The National Commission on Teacher Education (NCTEPS) is proposing that teachers who enter the National Teacher Corps spend some time living in slum neighborhoods to become more familiar with the problems surrounding "children of poverty."

The Commission, in giving "enthusiastic endorsement" to the project, issued a statement dealing with the Teacher Corps on the eve of its spring meeting Monday (April 4) in New Orleans.

"The Corpsmen in training and their trainers should, if possible, live for a period of time in the community, talk to the poor, visit homes and community agencies, and learn how to view the slum community from the inside rather than as a detached, outside observer," said the Commission.

The Teacher Corps, proposed by President Johnson last summer at the National Education Association (NEA) convention in New York City, is aimed at improving the quality of urban and rural slum schools by creating a cadre of committed teachers--both experienced and inexperienced--to teach in these schools.

Present plans call for the Corps to begin with 3,750 teachers for the 1966-67 school year.

The TEPS Commission maintains the Teacher Corps holds major advantages and "exciting" experiences for teachers and prospective teachers by:

- Providing an opportunity to use their talents to improve the quality of education "where quality is most needed and in short supply--in the city slums and areas of rural poverty."

(More)

- Offering teachers the extra help, money, and confidence they need to reach and teach the children in poverty areas--to give the child hope, knowledge, and skill.
- Providing an opportunity to "demonstrate in action" the vitality and effectiveness of many key ideas often proclaimed by educators.

Although the Teacher Corps, the Commission says, is much like the Peace Corps in its appeal to social service and its excitement of innovation, "the next few months will be decisive as to whether the program will realize its potential or sink into the status quo and irrelevancy."

That is why, NCTEPS points out, that "nothing should be taken for granted."

The Commission is urging professional organizations to make "dramatic and vigorous efforts" to inform their members of the "exciting opportunities for career development"in the Teacher Corps.

"College and university faculties should encourage a number of their most promising seniors and recent graduates to apply," says the Commission, adding: "The Corps staff should organize a well focused campaign of direct recruiting on college campuses and in local school systems."

Under the program, Corps teachers will join regular staffs of "poverty schools" --schools where at least half the students come from families where annual income is below $3,000.

The TEPS Commission suggests that:

- Teacher Corps officials use more than the conventional criteria in recruiting and selecting Corps teachers, such as--face-to-face recruiting and controlled performance tests.
- Classroom teachers be involved at every step in determining at both national and local levels, policies and practices, and that they help in planning and coordinating with university officials the pre-service and in-service training Corps members will receive.

(More)

- State departments of education in those states in which the Teacher Corps will be working offer automatic or nearly automatic certification to experienced teachers already certified by other states, and set up special procedures for teacher-interns so that they may obtain special certificates and qualify for a regular teaching certificate after their Corps work period is over.
- State and local teachers associations, student NEA chapters, and other educational agencies issue statements supporting the Teacher Corps and set up meetings at which students and teachers may be informed and, possibly, recruited.

While traditional approaches to teacher education are not likely to be adequate, the Commission cautions against ignoring all that has been learned on the subject in the past.

"The Corps needs new approaches, but planning should not start from scratch without reference to what has been learned about teacher education in the past hundred years--particularly in some of the experimental programs of the past decade," according to NCTEPS.

"The colleges, working collaboratively with the schools, have an opportunity to overcome the lack of relevancy of training programs to practice that has plagued teacher, educator and their clients," it continued.

The Commission emphasized that the laboratory--the slum community and school--should be the center rather than an "appendage" in the academic program.

The NCTEPS also called attention to the need for systematic and cooperative supervision in the Corps program.

"Too often, supervision of student teachers, interns, and beginning teachers is hurried, casual, trivial and frightening to the person being supervised," the Commission explained.

One fourth will be career teachers, men and women with a master's degree or equivalent and several years of teaching experience--preferably in poverty areas. Career teachers may sign up for one or two years of service.

(More)

Teacher Corps

Three-fourths of the Corps will be comprised of teacher-interns--college graduates with little or no teaching experience. Teacher interns will serve for two years.

Most Corps members will work in teams, with an experienced teacher leading from one to five beginning teachers. A few experienced teachers will work alone.

Corpsmen will supplement and not supplant the work of regular teachers in the schools.

# # #

4/3/66

National Education Association

# A STATEMENT ON THE NATIONAL TEACHER CORPS

A barracuda bite or a minnow nibble?

An innovation with impact or another fast-fading gimmick?

Which will the new National Teacher Corps be? That will depend largely on the quality of planning for it and the spirit with which the teaching profession participates.

For this reason the National Commission on Teacher Education and Professional Standards (NCTEPS) wishes to make widely known its enthusiastic endorsement of the Teacher Corps idea and to offer suggestions for making the idea work.

The National Teacher Corps gives teachers and prospective teachers an opportunity to apply their talents to improving the quality of

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education "where quality is most needed and in short supply--in the city slums and areas of rural poverty."[1]

The Corps offers the nation one more way to break into the cycle of educational, social, and economic deprivation. It offers teachers the extra help, money, and confidence they need to reach and teach the child of poverty--to give him hope, knowledge, and skill.

The Corps is a means for experienced teachers to develop themselves personally and professionally. It is an opportunity for recent college graduates to enter teaching in an exciting way, with responsibility combined with special training and close supervision. The new program is also an opportunity to demonstrate in action the vitality and effectiveness of many key ideas often proclaimed by educators.

The opportunities are exciting. The preliminary guidelines prepared by Teacher Corps staff and consultants appear, in general, to be sound. However, the next few months will be decisive as to whether the program will realize its potential or sink into the status quo and irrelevancy. During these next months the Corps will name its permanent staff, choose colleges to provide preservice and in-service training, select the first corpsmen, and choose the school districts to participate. The colleges will plan the preservice and in-service training programs; the schools will submit proposals for using the Corps. Teachers and prospective teachers will decide whether to apply. School districts and their staffs will get ready, and the corpsmen will enter and complete the preservice training and start to work.

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[1]From a speech by President Lyndon B. Johnson to the NEA Representative Assembly, July 2, 1965.

The TEPS Commission addresses the ideas which follow to all who will and should influence these events.

Staff of the Corps

The national staff must win the confidence of school and college people. They must also communicate the promise and meaning of the Corps to Congress, teachers and administrators, the public, and prospective corpsmen.

To do these things the staff must have the obviously desirable traits of intelligence, imagination, openness to new ideas, and administrative skill. The staff should include people who have had experience working in successful innovative teacher education programs and in school and community programs in urban and rural slums.

Involvement of Classroom Teachers

Classroom teachers should have an important voice in the planning and conduct of the program. Teachers have understanding and insight which are needed to plan and carry out a program such as the Teacher Corps. Decisions without such understanding and insight will tend to be unsophisticated, unrealistic, and threatening to teachers. At the national level, teachers should help in revising guidelines, selecting corpsmen, and choosing participating colleges and school systems. At the local level, classroom teachers should help to decide whether the district should apply to participate in the program, how corpsmen can best be used, the nature of the preservice and in-service training programs, and the ground rules for the Corps and corpsmen in relation to existing school policies and programs.

Other educators also should have an important part in the planning and conduct of the program. The Corps needs competence and ingenuity,

which are not exclusive traits of individuals who hold particular positions in education and which come best from the participation of many kinds of people, including those outside the ranks of educators. Nevertheless, the importance of involving classroom teachers receives special emphasis in this statement because such involvement is often overlooked and because teachers are increasingly impatient with paternalism and eager to be dealt in on educational decision making.

Relationships Between the Corps and Existing Programs

The idea that the Corps is to supplement, enrich, and extend the present school program, not supplant it, is central. The Corps program will make it possible for good teachers to do some of the kinds of things they have long wanted to do (for example, more contact with families and more individual work with children).

Whenever possible, the corpsmen who are experienced teachers should work in their home school district. They will know the community and the school system and many of the other teachers and administrators. The insider will be more likely to succeed in initiating constructive change than the outsider. If many or most of the experienced teacher corpsmen are kept in their home districts, the existing faculty will be less likely to view the Corps as an alien army.

Many teachers should have a part in planning for the Corps program; most should have some opportunity to work directly with corpsmen; all should be informed in detail about the program and its purposes. Unfamiliarity and the feeling of being on the outside looking in lead to suspicion and hostility. It will also be easier to recruit well-qualified experienced teachers if many of them can remain in their present homes and school systems.

The Teacher Corps staff and school and college officials should also take great care that the existence of the Corps does not wash out existing training programs which are imaginative and effective. In recent years teacher educators have developed a number of innovative programs. Some of these are designed to prepare prospective teachers for work in slum schools. Some are Master of Arts in Teaching and fifth-year internship programs. Few if any of the existing programs offer as much salary and other financial benefits to the interns or experienced teacher-supervisors as will the Teacher Corps. The existing programs lack the newness and glamour of the Teacher Corps.

Good ideas from the existing programs can enrich the Corps program, and the Teacher Corps in turn can lead to constructive changes in present programs.

In order to ensure such mutual benefit, the Teacher Corps staffs in schools and colleges and the regular staffs should maintain close relationships and encourage intervisitation and joint evaluation of both old and new programs.

School-College Relationships

School-college relationships are often more ceremonial than real. Roll-up-the-sleeves type working relationships are the exception rather than the rule, yet the Teacher Corps is most likely to succeed if schools and colleges collaborate in planning and conducting every phase of the program.

The schools should participate in the planning of the summer pre-service training programs as well as in the in-service programs during the regular school year. Similarly, the colleges should participate directly and substantially in planning and carrying out the in-service

phases of the program. Neither the school systems nor the colleges should operate unilaterally or independently. To do so would be reliving the mistakes of the past. But to collaborate requires that school and college people be more open to change and to give-and-take than they often have been in the past. Both need to be willing to alter existing ideas and programs.

Recruitment and Selection

Energetic recruitment and imaginative, broad gauged screening and evaluation criteria and procedures are necessary if the Corps is to have the high-caliber personnel it needs. As in the Peace Corps, emphasis in recruitment should be on direct, face-to-face contact--through visits by recruiters to college campuses and school districts.

The conventional criteria for selecting teachers--grades, recommendation of college professors, achievement tests covering content of education courses, personal characteristics determined in a brief interview--will hardly be adequate for the Teacher Corps. Neither will the typical checklists of desirable and vague characteristics--pleasing personality, neat appearance, emotional stability, fondness for children, dedication.

Corps officials should ask experts in the schools and colleges to develop imaginative new ways to screen candidates. For example, performance tests in controlled situations (adapting the micro-teaching in use in the teacher education program at Stanford University, or using electronically simulated situation tests) would help to assess the qualities of intelligence, openness to cultural difference, flexibility, and sensitivity which are desired in Teacher Corps participants.

Corps officials should also turn to experts to develop means to assess the performance of participants and the success of the program. The Teacher Corps presents a real opportunity to reject the prevalent "it can't be done" notion about assessment and to dig for ways to do the job.

Relevant Preparation Programs

Traditional approaches to teacher education are not likely to be adequate for interns or experienced teachers. The Corps needs new approaches, but planning should not start from scratch without reference to what has been learned about teacher education in the past hundred years, particularly in some of the experimental programs of the past decade.

The colleges, working collaboratively with the schools, have an opportunity to overcome the lack of relevancy of training programs to practice that has always plagued teacher educators and their clients.

Preservice training programs should take the corpsmen and the college faculty into slum communities and schools for extended periods. The corpsmen in training and their trainers should, if possible, live for a period of time in the community, should talk to the poor, visit homes and community agencies, and learn how to view the slum community as an insider rather than as a detached, outside observer.

Both preservice and in-service programs should be primarily clinical rather than didactic in approach. The laboratory (the slum community and school) should be the center of rather than an appendage to the academic program.

Seminars built around problems will help to establish the closest possible relationship between problems in the field and relevant theory more effectively than will a proliferation of separate courses.

Relevance can be promoted if the training programs take into account the inevitable differences in background and ability of participants and provide for independent study, individual counseling, tailor-made schedules and academic programs.

The relevance of training to practice can also be promoted by using both school and college teachers on the staffs of the preservice and in-service training programs.

Other ideas for those planning training programs are these: (a) Problems of children and adolescents in slum schools require heavy emphasis in the training program on knowledge and skill in teaching reading, writing, listening, and speaking. (b) Because of the influence of cultural differences on what children and teachers do, Teacher Corps participants will need specific and extensive study of the culture of the groups represented in the area. (c) Both interns and experienced teachers will need to observe and analyze similarities and differences between educational problems of disadvantaged children and those of other children. (d) Specific training in supervision is necessary for experienced teachers, even though they may be superior teachers. (e) The teams of specialists who plan and conduct training programs should include social psychologists, social workers, psychologists, and others outside the field of professional education.

Whenever possible, the preservice and in-service training programs should be in the same college to provide continuity between the two phases of study.

Whenever possible, the college providing the training should be in or near the school system in which the Corpsmen will work. For a Rocky Mountain college to prepare corpsmen for New York or a Pacific Northwest

institution to prepare participants for schools in the hill country of Kentucky makes little sense. Weather and sightseeing opportunities should not determine the selection of summer preservice training programs, either by the Corps or the individual applicants.

New Concepts of Supervision

Too often, supervision of student teachers, interns, and beginning teachers is hurried, casual, trivial, and frightening to the person being supervised. Blackboard posture and bulletin-board neatness are sometimes treated as being central rather than peripheral matters.

Supervision in the Teacher Corps should be a systematic, cooperative study of educational and instructional problems by senior and junior colleagues. Supervision should help the neophyte study and modify his own behavior. Video and audio taping and various schemes for recording and analyzing classroom behavior can be used to advantage.

While the supervision should be close and continuing, it should not be smothering or oppressive.

Time is essential for effective supervision. The work and study loads of the interns and the work load of the supervisors must allow adequate time for analyzing and discussing teaching problems.

Certification

Certification need not be a problem. In some states an effective procedure already exists for interns and others who are working in the schools--for pay, with supervision and less than full responsibility--as part of a teacher preparation program. However, in many states the certification agency will need to make special provision to issue a temporary or special certificate good only for the intern's tour of duty in the Teacher Corps. The intern who successfully completes two years

Will the profession accept the Teacher Corps in an open and constructive spirit? The TEPS Commission does not know, but hopes so. We urge the profession to view the Teacher Corps, not as an alien idea or a clever scheme to subvert high standards, but as an unusual and positive opportunity.

Fast and effective action by Teacher Corps officials and leaders of the profession is needed to provide accurate information and to build understanding and support.

To these ends, we recommend the following:

To State Teachers Associations

. Through the association's publications and conferences, get accurate information about the Teacher Corps to the membership as quickly as possible and develop positive understanding about the nature and purposes of the program.

To State Commissions on Teacher Education and Professional Standards

. Issue a statement in support of the Teacher Corps, suggesting guidelines appropriate to the state, or endorse this statement from the National Commission.

. In conjunction with local TEPS committees, organize a campaign to find and encourage applicants for the Teacher Corps.

. Offer advice and counsel to colleges, universities, and school systems which are planning Teacher Corps programs.

. Find appropriate ways to ensure high standards in the preparation programs, field experiences, and evaluation of the Teacher Corps.

To College and University Faculties

. Encourage talented seniors who may be interested in teaching to consider applying for the Teacher Corps.

. Meet with officials of school systems in the area to discuss ways in which Teacher Corps participants might be used effectively in those systems.

To the 1,000 Student NEA Chapters

. Cooperate with Teacher Corps recruitment efforts. Encourage interested students to apply.

. Organize a meeting for all interested students at which teachers discuss problems and satisfactions of teaching in disadvantaged schools.

. During the academic year 1966-67, invite Teacher Corps participants to campus meetings and discussions designed to inform faculty and students about the Corps.

To Local Teachers Associations and Their TEPS Committees

. Get information about the Teacher Corps to all members.

. Encourage interested, qualified teachers to apply.

. Issue a statement in support of the Teacher Corps, or endorse this statement.

. If there are disadvantaged schools in the district, initiate discussions with representatives of the school administration about the feasibility of the school district applying to participate in the Teacher Corps program.

. If the Teacher Corps is to operate in the school district, support its members, insist on careful planning at the district level, encourage innovation in approaches to teaching the disadvantaged, invite objective evaluation of results.

. Ask the administration and district board of education to make special arrangements for granting leaves of absence to experienced teachers who are accepted by the Teacher Corps and to take necessary

steps to protect an individual's personnel benefits (e.g., retirement, insurance) and his place in the school system. If necessary, seek changes in state regulations to make such arrangements possible.

To the Teacher Corps Officials

. Place major emphasis on face-to-face recruitment in school systems and on college campuses, following the example of the direct recruitment approach used successfully by the Peace Corps.

. Work with official representatives of state and local teachers associations in planning and conducting the program, as well as with school district and college officials.

To State Departments of Education

. Provide for the issuance of temporary or special certificates to Teacher Corps interns, good only for an individual's two-year period of service in the Corps.

. Provide for automatic or nearly automatic issuance of regular teaching certificates to experienced teachers from other states who will participate in the Teacher Corps. These certificates should be issued to cover the period of a teacher's service in the Corps. This recommendation assumes that the experienced teacher participant holds a regular certificate in his home state and has a master's degree or equivalent and at least three years of teaching experience.

. Consult with the state commission on teacher education and professional standards and the state advisory council on teacher education in developing certification policies and procedures for both the interns and the experienced teachers.

# APPENDIX

## A Few Facts About the National Teacher Corps

(Taken from fact material provided by the National Teacher Corps office.)

Members. Members of the National Teacher Corps will join regular staffs of "poverty schools"--schools where at least half the students come from families whose annual income is below $3,000.

Most National Teacher Corps members will work in teams, with an experienced teacher leading from one to five beginning teachers. A few experienced teachers will work alone.

The Corps will recruit 3,750 members for the 1966-67 school year. One-fourth will be career teachers--men and women with a master's degree or equivalent and several years of experience, preferably in poverty areas. Career teachers may sign up for one or two years of service. Three-fourths of the members will be teacher-interns--college graduates with little or no teaching experience. Teacher-interns will serve for two years.

Training. The 3,750 corpsmen will be in preservice training programs during the summer of 1966 in some sixty colleges and universities. During the two-year period of service, the teacher-interns will combine tuition-free academic study leading to a master's degree with work in the schools and community.

Duties. Duties of the teacher-interns will vary greatly from district to district but will probably emphasize work with individual children parents, and community agencies. They will work outside as well as inside the classroom and school. The experienced teacher-supervisors will devote full time to working with the interns assigned to their teams and to providing a liaison between teachers and administrators in the school district, the university, and the teacher-intern group. The experienced teachers will spend full time teaching and doing related work in the school and community.

Money. Experienced teachers will earn salaries equal to those paid regular teachers with comparable training and experience in the school

systems where they serve. During the summer training program, experienced teacher-supervisors (team leaders) will earn salaries at the rate paid beginning instructors in the university. During the school year, experienced teachers who supervise will earn from $500 to $2,500 additional pay, computed as 10 percent of base salary for each intern supervised. Teacher-interns and experienced teachers who will work alone rather than as team leaders will earn $75 per week, plus a dependency allowance during the summer training program.

Other benefits include travel and relocation expenses for members and their families; injury, disability, and death benefit coverage; and a readjustment allowance at the completion of service.

* * * * *

FOR INFORMATION: Write the National Teacher Corps, U. S. Office of Education, Washington, D. C. 20202. Telephone: (202) 962-2905 or (202) 963-5266.

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FOR RELEASE ON APRIL 1

Some 6,000 Science Teachers
Open National Convention Here

NEW YORK, April 1--The past decade has outstripped any other period in our history in efforts to improve the curriculum of all areas of science in the nation's schools, the president of the National Science Teachers Association (NSTA) said today.

Opening the 14th annual convention of NSTA at the New York Hilton here, James V. DeRose in a statement said major curriculum projects and new textbooks have revamped not only the traditional courses of chemistry, physics, and biology, but are creating new areas of study--such as earth and space science.

Science, as formal courses reserved for the upper grades, is giving way to science programs at all levels from kindergarten through college and beyond, he pointed out.

Some 6,000 science teachers, science supervisors, and teacher-educators are attending the four-day meeting of NSTA, a department of the National Education Association and an affiliate of the American Association for the Advancement of Science.

"The most pressing problem in science education today," said DeRose, who is head of the science department of the Marple-Newtown High School, Newtown Square, Pa., "is the need to teach science rather than the non-science to which most of our young people are exposed.

"Even after 10 years of continuing activity in curriculum reform on the national level, there is still too little change for the better in the curricula used, the teaching methods practiced in our schools, and the public understanding of what science really is," he declared.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

"Too many teachers and textbook writers are still confusing the facts and products of science for science itself," said DeRose. "Science as an intellectual, creative, on-going activity of man is often asserted by teachers, but only rarely experienced by students," he explained.

"Science as a search for explanations of the multitude of facts is seldom encountered," said the NSTA president, adding: "Too frequently the facts of science and the theories developed to explain them are not sharply delineated.

"Too many of the classroom and laboratory activities of youngsters do not involve them in any pertinent and provocative way in the processes of science as they are practiced by scientists," DeRose said.

"Teachers--with the support of school administrators, school boards, and parents --must speed up progress in providing our children with real opportunities to learn for themselves--to question, to answer, to discover, to re-invent, to become involved, and to gain faith in their own capacity for contribution," he asserted. "This will require inspired, imaginative, and hardworking teachers. To be less than this is to deny our students their educational rights," DeRose concluded.

# # #

3/25/66

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FOR RELEASE ON APRIL 1

New Insurance Program
Is Offered To NEA Members

LOS ANGELES, April 1--Members of the National Education Association (NEA) are now able to join a new and expanded group accidental death or dismemberment program.

The announcement was made here today by Richard D. Batchelder, NEA president, and Joseph Letorney, chairman of NEA's Special Services Committee.

The new plan more than doubles the benefits of an NEA accident insurance program already in effect. It marks the fourth investment program offered in recent months to NEA members.

Others include an expanded life insurance program, a mutual investment fund, and a tax-deferred annuity plan. A teachers' credit card program and a guaranteed income insurance plan are among other projects under development by the committee.

Under the new accident insurance program, an NEA member--who is also a member of a state association where membership is available--would pay $19 a year for maximum protection or $10.50 a year for benefits half as much, plus $6.75 a year to cover each parent.

Death benefits range from $3,750 to $75,000 for an NEA member and from $1,250 to $10,000 for a dependent--wife, husband, child or parent living in the same household. The amount of the benefit, however, depends not only on the coverage plan, but it is determined on how death or injury occurs.

The new insurance plan is worldwide. It gives coverage 24 hours a day, at home, at work, and while traveling. Coverage starts the day the enrollment form and check are postmarked. Benefits are separate from any other coverage, and are paid regardless of what other insurance is held by the insured.

(More)

Application forms will be available in the May issue of the "NEA Journal," official magazine of the NEA, or they may be obtained now by writing to the NEA Group Insurance Program, P.O. Box 821, Newark, N.J.

Other members of the NEA Special Services Committee, in addition to Batchelder and Letorney, both of Massachusetts, are: Myrtle M. Flowers, California; Grace M. Scott, Texas; and Henry J. Stoudt, Pennsylvania, all NEA directors. Robert W. McLain, teacher welfare consultant on the NEA staff, is committee secretary.

Other NEA teacher welfare programs are:

- Life Insurance. Now the largest such program in the world, it insures more than 120,000 NEA members and their dependents for over $750 million.
- Mutual Fund. More than 5,200 NEA members share a $4 million fund.
- Annuity Program. Launched last month to allow NEA members to defer taxes on investments until they reach retirement or a lower-earning age, the program is beginning in New York State first, but eventually will be extended to all other states.

# # # 4/1/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

April 1, 1966

MEMORANDUM TO: Education Writers

April is the month that has been traditionally set aside in recent years to pay tribute to the nation's teachers.

The National Education Association has begun a series of national kickoff conferences aimed at highlighting activities for Teaching Career Month.

School systems throughout the country are encouraged to hold similar round-table discussions to explore and analyze some of the complex problems facing teachers in the late 1960's.

On the following two pages are highlights of a symposium held at NEA Headquarters, Washington, D.C., on March 29.

The remarks of the participants on such controversial questions as to whether teachers should become actively involved in such major issues as civil rights activities, anti-poverty programs, partisan politics, and curriculum changes, are included for your information.

Perhaps you will find this material useful for story purposes.

Enclosure

TEACHING CAREER MONTH

A SYMPOSIUM

"The Teacher as an Agent of Social Change"

PARTICIPANTS: Dr. Vernon Haubrich, professor of education, Teachers College, Columbia University.
Dr. Martin Essex, superintendent of schools, Akron, Ohio.
Mr. Clarence Mitchell, Washington representative, National Association for the Advancement of Colored People.
Miss Cheryl Johannes, student, University of Wisconsin, Milwaukee.
Mrs. Martha Dell Saunders, teacher, Paducah, Kentucky.
Miss Thelma Spencer, teacher, Cleveland, Ohio.

Dr. Don Davies, executive secretary of the National Commission on Teacher Education and Professional Standards (NCTEPS), National Education Association (NEA) was moderator.

.....

HAUBRICH: The school system in the United States has exhibited extraordinary failures. School systems and teachers--with only a few exceptions--have maintained an unshakable position.
School systems today still follow the classic pattern of organization based on a bureaucracy...teaching still reflects conservative thinking.
The teacher must appeal to and excite the student...get back to the traditional apprentice-master system.
The recluse model, never far away from bells and bulletin boards, is out of style.
There is, in today's education system, too much conformity.
Children need the example set by an active (politically) teacher.
The power and influence of the Federal Government will be applied to the public school system and ultimately wipe it out if educators don't take control of the system now.
When a teacher asks what he can do to upgrade education I am reminded of the words of Louis Armstrong who said; "Baby, if you gotta ask, you ain't never going to know."

MITCHELL: The most important job of the teacher is to train children in the fundamentals of education.
In spite of the millions being spent, there are still children who can't read.
We must identify the role of the schools and what they are supposed to be doing.
Without teachers the NAACP would not have been able to change teachers' salary schedules.

SANDERS: Teachers must no longer be intimidated, must not be afraid to vote for political or educational leaders.
Schools should use some of the good ideas that teachers have.
Teachers have tried to organize and promote their theories only to find, in the end, that they are "out of order."
Children themselves should be involved in the curriculum changes...they should be consulted.
Educators should stop seeking praise and start worrying about the results of their actions. A teacher must always be free to teach, and must learn to share with other teachers the good results of their teaching experiments.

ESSEX: Teacher organizations must be alert, aggressive, able, militant and concerned with professional competence, welfare, and conditions for teaching. They must maintain their independence with vigor.
Partnerships...with groups like NAACP, the Urban League, etc....this is important to the teaching profession.
Let's see if the NEA, in the next few years, can develop the concept of the teacher as an executive...in charge of seven students, rather than 30 to 35.

JOHANNES: (speaking to the audience) How many of <u>you</u> have ever had a teacher that really inspired you? Good teachers should be training their students to ask questions.
Teachers must look at the needs of the community. Don't just talk, <u>organize</u>!

SPENCER: When I have a complaint...when I want to holler at the principal, or holler at the superintendent, or holler at the board of trustees...I holler!
We must change the conditions and the people in education. Young people are coming into education...not those insipid professors of education of the old days--many of whom may never have been in a classroom after their own graduation.

DAVIES: They have been talking about the teaching profession since the days of Socrates but today's teacher wants to be an activist...wants to be involved in the war on poverty, civil rights, professionalism...the controversial issues of our time. This symposium "kicks off" Teaching Career Month and sets the theme.

For Further Information:
Howard Carroll or Robin Dorr
NEA Division of Press, Radio,
and Television Relations

**NEWS** from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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**For Further Information:**
**M. Ruth Broom, NAWDC Press Office,**
**Silver Room, Mezzanine, Statler Hilton,**
**Washington, D. C., Phone: EX 3-1000**

**March 29, 1966**

**FOR IMMEDIATE RELEASE**

**Student Unrest Reports**
**Highlight Women Deans Parley**

**WASHINGTON, D.C.--Recent research studies on why students cheat, why they rebel, and protest against authority in their quest for academic freedom, will be among the reports given during the 50th anniversary convention of the National Association of Women Deans and Counselors (NAWDC) which opens here Thursday, March 31.**

**These reports are to be presented Saturday afternoon, April 2, as some of the nation's leading researchers discuss their findings on recent research, innovation, investigation, and program developments.**

**Max Lerner, professor of American and World Politics at Brandeis University and syndicated columnist for the New York Post, will share the opening day spotlight at the meeting at the Statler-Hilton Hotel, 16th and K Streets, N.W., with Mrs. Dorothy K. Goldberg, wife of the Ambassador to the United Nations. Lerner will address the opening session in the Presidential Ballroom with a talk on "Education--A Prospectus for the Future."**

**Mrs. Goldberg will extend greetings at the Association's anniversary luncheon following the morning's sessions. A special ceremony will be held during the luncheon as the NAWDC honors its past presidents and other leading women educators who have played a part in the organization's history.**

**Approximately 1,000 women deans in junior and senior colleges and universities, high school student deans, guidance counselors, administrators, and personnel workers are expected to attend the convention which continues through April 3.**

**# # #**

**Note to Editors and Correspondents:** Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

March 25, 1966

MEMORANDUM TO: Writers and Broadcasters

FROM: Robin Dorr, National Education Association Division of Press, Radio, and Television Relations.

SUBJECT: Educational round-table discussion on "The Teacher as an Agent of Social Change," preceding Teaching Career Month--April 1966.

PLACE: National Education Association, Crabtree Auditorium. 10 a.m. to noon, March 30.

PURPOSE: An open debate on the controversial question of whether teachers should become actively involved in such major problems including civil rights, poverty programs, partisan politics, among others. Individually or collectively should teachers campaign for public office, or participate indirectly in politics? Should teachers publicly align themselves with civil rights protest marches? What is their role in federal or privately-funded educational programs for the educationally, socio-economically underprivileged? As teachers, should they individually or collectively become involved as "agents of social change?"

Speakers at the discussion include:

1. Senator Gale McGee (D. Wyo.)
2. Dr. Vernon Haubrich, professor of education, Teachers College, Columbia University.
3. Dr. George B. Brain, dean of the College of Education, Washington State University.
4. Dr. Martin Essex, superintendent of schools, Akron, Ohio.
5. Mr. Clarence Mitchell, Washington representative of the National Association for the Advancement of Colored People.
6. Miss Cheryl Johannes, a student at the University of Wisconsin at Milwaukee.
7. Mrs. Martha Dell Sanders, classroom teacher in Paducah, Kentucky.
8. Thelma Spencer, classroom teacher in Cleveland, Ohio.

Dr. Don Davies, executive secretary of the National Commission on Teacher Education and Professional Standards (NCTEPS), a department of the National Education Association, will moderate the symposium.

Dr. Vernon Haubrich will begin the symposium with a fifteen-minute statement focusing on the impact of teachers, schools, and the educational world of social change and changes in general. He will discuss these changes using an American Farm School experiment in Greece as an example of how schools can effect change in a community. His statement will also include an examination of the educational task confronting teachers and schools in the future.

Following his statement will be an open round-table discussion by the panelists.

(Note to Editors: Press, Radio and Television representatives are invited to a half-hour coffee break at 9:30 a.m. in the State Dining Room on the first floor of the NEA building. The panelists will be available for interviews.)

NEWS from the National Education Association
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For Further Information:
Howard Carroll or Robin Dorr

March 25, 1966

FOR IMMEDIATE RELEASE

An Invitation To Teach:
April Marks Teaching Career Month

WASHINGTON, D.C.--The teacher of 1966 wants to be an activist rather than a detached observer of social change.

So said Don Davies, executive secretary of the National Commission on Teacher Education and Professional Standards, who set the theme for a symposium here Wednesday (March 30) held in conjunction with Teaching Career Month.

Observed each year from April 1-30, Teaching Career Month is designed to focus public attention on the problems and achievements of the teaching profession. The project is sponsored by the National Education Association (NEA) and its affiliated state and local associations.

A l e a d i n g question facing teachers today is the role he or she should play in such vital issues as--partisan politics, school integration, anti-poverty programs, and the socio-economically underprivileged.

"The extent of teacher involvement outside the classroom," Davies noted, "has been debatable since the formation of the NEA well over a hundred years ago.

"Today's teacher, more than ever before, is challenged by every socio-political, economic and philosophical revolution confronting every other citizen," said Davies, who posed these questions:

"Has the teacher the right to actively participate in the changing world around him--should his talent for communicating ideas end with the school bell?"

Davies will serve as moderator for the symposium.

(More)

Among the panelists participating in the symposium is Vernon Haubrich, professor of education, Teachers College, Columbia University.

"I feel it is imperative that teachers provide children and adults with the information, skills, and political know-how needed to survive in a democratic process," Haubrich says.

"Teachers must, themselves, participate in political and social activities before they can communicate these ideas to children and their parents," declared Haubrich, adding: "They not only have the right, but the obligation to participate."

Haubrich will open the symposium with a statement on the subject of teacher participation as agents of social change--theme of the discussion.

Other panel participants are: U.S. Senator Gale McGee, D.-Wyo.; Clarence Mitchell, Washington representative of the National Association for the Advancement of Colored People; George B. Brain, dean of College of Education, Washington State University; Martin Essex, superintendent of schools, Akron, Ohio; Martha Dell Sanders, classroom teacher, Paducah, Ky.; Thelma Spencer, classroom teacher, Cleveland, Ohio; and Miss Cheryl Johannes, a student at the University of Wisconsin.

This year's theme for Teaching Career Month is: "Teachers: Partners in Progress."

# # #

3/25/66

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March 24, 1966

For Further Information:
Howard Carroll or Robin Dorr

FOR RELEASE TO A.M. PAPERS OF APRIL 1

Four Teachers Win
Maehling Fellowships

WASHINGTON, D.C.--Four teachers--from Washington, West Virginia, Texas, and California--today were named winners of Hilda Maehling Fellowships. The awards are given annually by the Department of Classroom Teachers, a department of the National Education Association (NEA).

The fellowships totalled $5,010. Named after the first executive secretary of the department, the fellowships are awarded to assist outstanding educators improve the teaching profession.

The Hilda Maehling awards are traditionally announced at the start of Teaching Career Month in April, which marks the annual NEA observance spotlighting the work of the nation's teachers and encouraging outstanding students to choose teaching as a career.

The largest fellowship, a grant of $2,500, goes to Wesley Ruff, a social studies teacher in the public schools of Seattle, Wash.

Other fellowship winners are: Dwight L. Hulse, a sixth grade teacher in the Rio Linda, Calif., schools, ($1,000); Mrs. Beatrice Harvey, an art and demonstration teacher in the elementary schools, Lewisburg, W. Va., ($920); and Mrs. Ruth C. Burchett, a speech therapist in the public schools of Lubbock, Texas, ($590).

(More)

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The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

The fellowship winners will use the grants for educational projects including: (1) aiding teachers with grievances, (2) individualized instruction, (3) aiding disadvantaged children, and (4) detecting speech defects.

Ruff, a teacher for 11 years, plans to organize and train 20 teachers to work with other teachers on grievance problems through the Professional Rights and Responsibilities Commission of the Seattle Teachers Association.

Ruff says emphasis will be placed on acquainting the teacher-trainees with state laws and education association affairs in an effort to have the commission, overburdened with a heavy caseload, work more effectively.

Hulse says he will continue to explore new methods of bringing individualized learning to children in self-contained classrooms. He plans to use standard achievement tests to be administered at the beginning and end of the school year. After the two-year program is completed, his testing results will be compared to several control groups within his own school.

Mrs. Harvey intends to explore what can be done to lift the aspirations of disadvantaged children. A teacher for 35 years, she plans after 18 months to publish a handbook for teachers throughout the country. Her project, "Lifting the Aspirations of Children," stresses the need for underprivileged children to feel their own self esteem before developing a desire to learn.

Mrs. Burchett plans to continue her development of sound charts to enable teachers to spot speech defects in the classroom.

These colored charts will show the age level at which children can be expected to learn to make various speech sounds. Mrs. Burchett's charts will enable any teacher to gauge the individual's speech ability at any given age level.

# # #

3/24/66

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For Further Information:
Howard Carroll

3/18/66

FOR IMMEDIATE RELEASE

NEA To Assist USOE
In Faculty Desegregation

WASHINGTON, D. C.--The National Education Association (NEA) today announced it will conduct a series of Spring regional conferences aimed at assisting teachers and administrators in solving problems of faculty desegregation in the 17 Southern and Border states.

The NEA conferences are concerned with procedures to meet the regulations included in the new guidelines on faculty desegregation announced last week by the U. S. Office of Education (USOE). The revised statement of policies for school desegregation is designed to double school integration next fall.

The faculty desegregation conferences will be held:

-April 15-16 in Dallas, Texas, for: Texas, Oklahoma, Arkansas and Louisiana.

-April 22-23 in Washington, D. C., for: Delaware, Maryland, West Virginia, Virginia, North Carolina, and the District of Columbia.

-May 1-2 in Nashville, Tenn., for: Tennessee, Alabama, Mississippi, and Missouri.

-May 6-7 in Atlanta, Ga., for: Georgia, Florida, South Carolina, and Kentucky.

Planning conferences will be held later this month and in April to lay the groundwork for the regional sessions. An overall planning conference on the regional meetings was held in Atlanta, Ga., last Monday (March 14).

Generally, the conferences are designed to:

• Provide needed information and inspiration to teachers and involve the organized teaching profession in faculty desegregation by establishing plans and procedures that are both significant and educationally effective.

(More)

• Prevent unnecessary fear, apprehension and unrest and to relieve tension growing out of unfounded rumors and misinformation over desegregation.

Specifically, the conferences are designed to:

• Clarify the new federal guidelines drawn to enforce the 1964 Civil Rights Act's ban on discrimination in federally aided programs under Title 6.

• Increase understanding of the educational and moral issues involved.

• Explore concepts from which policy statements on hiring, placement, and advancement of school personnel at all levels could be developed.

• Examine methods that conference participants can use to secure support within the teaching profession and in their communities.

• Develop plans that can be used to prepare teachers, pupils, and parents for desegregation and to facilitate change.

Participants at the NEA faculty desegregation conferences will include a cross-section of education association leaders, at both the local and state level, and teachers--including those who have worked successfully in desegregated classrooms or with children of another racial group. Other participants will include representatives of state departments of education, school administrators, parents, business and community leaders.

A grant of $43,000 was provided by the U. S. Office of Education to conduct the conferences. The grant will be administered by NEA's Professional Rights and Responsibilities Commission's Sub-Committee on Human Rights of Educators.

NEA Units conducting the conferences include the Department of Classroom Teachers, National Commission on Teacher Education and Professional Standards, and the Urban Services Division, together with the American Association of School Administrators.

# # #

3/18/66

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For Further Information:
Howard Carroll or Beatrice M. Gudridge

LOCAL ANGLE

FOR IMMEDIATE RELEASE

SPECIAL TO OHIO PAPERS

Ohio Superintendent Named to
Educational Policies Commission

WASHINGTON, D. C., March 18--Wendell H. Pierce, superintendent of schools, Cincinnati, Ohio, and member of the Executive Committee of the American Association of School Administrators (AASA) is one of three new members named recently to the 16-member Educational Policies Commission (EPC).

The others are Leo Rosten, author and Special Editorial Adviser to LOOK Magazine and Miss Dorothea Lennon of Stamford, Conn., classroom teacher and chairman of the Connecticut Education Association's EPC.

The trio joins a distinguished group of educators including a White House civil rights adviser, a Nobel prizewinner, several classroom teachers, school superintendents and college presidents who comprise the present EPC roster.

Sponsored by the National Education Association and the AASA, EPC prepares statements of proposed policy for the conduct of education in the United States and the international relationships of American education.

Although it does not make policy for its sponsors, its studies have had a major impact in the academic world. A recent example was its "American Education and the Search for Equal Opportunity" which suggested some specific steps communities might take in implementing integration of schools.

The new EPC members were elected by joint action of the Executive Committees of the NEA and AASA.

# # #

3/18/66

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For Further Information:
Howard Carroll or Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

SPECIAL TO CONNECTICUT PAPERS

Connecticut Teacher Named to
Educational Policies Commission

WASHINGTON, D. C., March 18--Dorothea Lennon, classroom teacher from Stamford, Conn., is one of three new members named recently to the 16-member Educational Policies Commission (EPC).

The others are Leo Rosten, author and Special Editorial Adviser to LOOK Magazine, and Superintendent of Schools Wendell H. Pierce of Cincinnati, Ohio, and member of the Executive Committee of the American Association of School Administrators (AASA).

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For Further Information:
Howard Carroll or Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Educational Policies Commission
Names Three New Members

WASHINGTON, D.C., March 17--Author Leo Rosten of LOOK Magazine is one of three new members named recently to the 16-member Educational Policies Commission (EPC).

The others are Miss Dorothea Lennon of Stamford, Conn., classroom teacher and chairman of the Connecticut Education Association's EPC; and Wendell H. Pierce, superintendent of schools, Cincinnati, Ohio, and member of the Executive Committee of the American Association of School Administrators (AASA).

The trio joins a distinguished group of educators including a White House civil rights adviser, a Nobel prizewinner, several classroom teachers, school superintendents and college presidents who comprise the present EPC roster.

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Although it does not make policy for its sponsors, its studies have had a major impact in the academic world. A recent example was its "American Education and the Search for Equal Opportunity" which suggested some specific steps communities might take in implementing integration of schools.

Mr. Rosten, Special Editorial Adviser to LOOK, has long been identified with teaching through his famed "The Education of Hyman Kaplan." As lecturer and visiting professor, he has contributed to the education of non-fictional students at Yale, California, and Columbia. His article on Saint Paul (LOOK, December 31, 1963) was

(More)

cited when the National Conference of Christians and Jews gave LOOK its top 1965 magazine honor: the Superior Merit Brotherhood Award.

Since 1963 he has authored all articles on the "immortals" who have shaped Western Civilization in LOOK'S 50-part series called: "They Made Our World."

The new EPC members were elected by joint action of the Executive Committees of the NEA and AASA.

# # #

3/17/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

March 16, 1966

MEMORANDUM TO: Managing Editor

In an effort to cite the achievements of some of the nation's outstanding schools, the National Education Association and Parade, the Sunday Newspaper Magazine, are sponsoring a school recognition project for the second year in which Pacemaker Awards will be given in 1966 to schools or school systems in the 50 states, the District of Columbia, and Puerto Rico for "leading the way to better education for America's youth."

The Pacemaker Awards are not designed to be competitive--to set one school or school system against another. The purpose is to recognize some of the many educational programs that are leading the way for educational improvement.

Some examples of "Pacemaking" programs include pioneer projects in curriculum change, outstanding programs for the culturally deprived, unusually imaginative use of teaching skills, cooperation with community agencies--to mention a few. The search for Pacemakers touches at all school levels--preschool, elementary, junior and senior high--as well as many different subject matter fields. Examples of Pacemakers are sought from large cities, suburban communities, rural areas, and from poor and wealthy districts alike.

Under the procedures for the Awards, nominations are being invited from state education associations, state education departments, specialized departments affiliated with the National Education Association, and from newspapers and broadcasting stations.

On behalf of the National Education Association and Parade, I am writing to invite you to submit a nomination for the Pacemaker Awards in your state. You can do this by completing the attached Nomination Form. Please mail the form not later than March 25, 1966, to: Pacemaker Nominations, Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036.

Judging of the entries will be made by a distinguished panel of judges including the NEA President, a consultant from the NEA Center for Instruction, and the Editor of Parade. Public presentation of awards will be made at a special Pacemaker Luncheon to be held during the 104th annual NEA convention, June 26-July 1, in Miami Beach, Florida.

Cordially,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

# NOMINATION FORM

1966 Pacemaker Awards

Mail by March 25, 1966, to:
Pacemaker Nominations
Division of Press, Radio, and Television Relations
National Education Association, 1201 16th Street, N.W.
Washington, D. C. 20036

Name of School or School System _____

Address _____

Telephone Number _____

School Principal (if individual school) _____

School Superintendent (if school system) _____

_____

Other Staff Authority on Nominated Program _____

_____

_____

_____

Nonstaff Persons in Position to know about nominated activity (list names, addresses, telephone numbers)

_____

_____

_____

_____

_____

_____

_____

Length of time nominated program has been in operation _____

_____

Number of students involved in nominated program (app.) _____

_____

Level of education involved (preschool, elementary, etc.) _____

_____

Type of community (big city, suburb, etc.) _____

_____

Please use the back of this page to describe the program you are nominating. State clearly the program's objectives, explain any advance study, research and planning needed to precede the program, and describe results to date. Your summary should include sufficient information to give judges an overall understanding of the program. Supporting materials including news clippings, pictures and samples of printed materials may be included, but please do not submit bulky materials such as scrapbooks and other voluminous materials.

(Use back of this page for short description of Pacemaker Nomination.)

# NOMINATION FORM

## 1966 Pacemaker Awards

Mail by March 25, 1966, to:
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Division of Press, Radio, and Television Relations
National Education Association, 1201 16th Street, N.W.
Washington, D. C. 20036

Name of School or School System _____

Address _____

Telephone Number _____

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(Use back of this page for short description of Pacemaker Nomination.)

NATIONAL EDUCATION ASSOCIATION AND PARADE MAGAZINE

# 1966 PACEMAKER AWARDS

***Objectives***

- To keep pace with the changing times by giving national recognition to those schools or school systems that are making a significant and valuable contribution to public education.

- To foster good will between the schools and the community by calling national attention to those schools or school districts that are leading the way to better education for America's youth.

- To encourage schools and school systems to make greater efforts toward achieving educational excellence and the establishment of more effective schools.

A Little Rock, Arkansas, housewife—Mrs. Fred Schmutz, second from left above, sparked one of the community's first kindergarten programs which won a Pacemaker Award in 1965. Story and picture were featured in *Parade,* the Sunday newspaper magazine, with a circulation of more than 12 million.

Other Pacemaker Awards, as reported in *Parade,* are listed below and on the following page.

***Here's what some communities did:***

**ALABAMA,** Sheffield School System. A leader in use of language laboratories, library fund appropriations, desegregation planning, and hiring teachers with advanced degrees.

**ARIZONA,** Pueblo High School, Tucson. Has created a friendly and harmonious atmosphere among its Anglo-American and Mexican-American students.

**ARKANSAS,** Little Rock School District. Mothers, school officials, PTAs and the Board of Education worked together to establish a needed pre-1st-grade training program.

**CALIFORNIA,** San Juan Unified School District. Teacher-administration teamwork achieved a successful 6-community district unification.

**COLORADO,** Meeker School System. Carries on continuous "action research" to test and develop new concepts for improved instruction.

**CONNECTICUT,** West Hartford School System. Planned, and got voter approval for, a revolutionary TV system for its new high school.

**DELAWARE,** Mount Pleasant Special School District. Makes maximum use of lay advisory committees in academic, nonacademic areas.

**FLORIDA,** Nova High School, Broward County. New school has endeavored to utilize all of the proven modern education concepts.

**GEORGIA,** Atlanta School System. Is resourcefully attacking the problems caused by school desegregation and urban decay.

**IDAHO,** Cassia County School System. Conducted an extensive self-evaluation of the schools, then implemented recommendations.

**ILLINOIS,** Lakeview Junior-Senior High School, Decatur. Developed a unique Instructional Materials Center.

**INDIANA,** North Side High School, Fort Wayne. A Student Council given unusual responsibility has made many worthy accomplishments.

**IOWA,** Perry Junior High. Maintains an ambitious, elective American Heritage course.

**KANSAS,** Mead Junior High School, Wichita. A special "Newspaper in the Classroom" course uses the daily newspaper extensively.

**KENTUCKY,** Concord Elementary School, McCracken County. A country school utilizes team teaching and modern math.

**LOUISIANA,** Hamilton Elementary School, Lake Charles. Gives a maximum of individual instruction, draws up individual lesson plans.

**MAINE,** Bangor High School. Only large secondary school in the state to have flexible-length class periods.

**MARYLAND,** Baltimore City Schools. An Early School Admissions Project prepares deprived 4-year-olds to keep pace in school.

**MASSACHUSETTS,** Avon High School. A small school teaches electronic data processing.

**MICHIGAN,** Kalamazoo Public Schools. Serve the community by operating programs for senior citizens, nursery-age, the handicapped.

**MINNESOTA,** Owatonna Schools. Tiny system has adopted "new math," a newly developed social studies curriculum, new alphabet.

**MISSISSIPPI,** Tupelo Municipal Separate School District. Enriches its program by offering special classes through closed-circuit TV.

**MISSOURI,** Buffalo Consolidated District. Paid off cost of new buildings with profits from school concessions, without a bond issue.

**MONTANA,** Alberton School District. Small district makes fullest use of audiovisual aids, teaching machines, other mechanical devices.

**NEBRASKA,** Lincoln Public Schools. Maintain one of the most comprehensive adult education programs, offering 456 separate courses.

**NEVADA,** Washoe County Schools. Maintain a progressive program for handicapped children, aimed at integrating them into regular classes.

**NEW HAMPSHIRE,** Lyme School System. Administrators, teachers and the community have teamed to remedy deficiencies.

**NEW JERSEY,** East Orange Schools. The system is about to construct the first building on proposed "educational plaza" campus.

**NEW MEXICO,** Del Norte High School, Albuquerque. New building with movable partitions emphasizes flexibility.

**NEW YORK,** White Plains City Schools. First city system in the state to institute a comprehensive, controlled integration program.

**NORTH CAROLINA,** North Carolina Advancement School, Winston-Salem. Has an intensive program for underachieving 8th-grade boys.

**NORTH DAKOTA,** McKenzie County Schools. Nineteen small school districts in a rural area consolidate to keep pace with modern needs.

**OHIO,** Euclid Central Junior High. Has developed an imaginative new English curriculum.

**OREGON,** Lake Oswego Unified School System. Schools are advanced in all areas.

**PENNSYLVANIA,** Allegheny County Schools. In a pioneer program, parochial school students take public school classes.

**RHODE ISLAND,** Providence City Schools. Pupils at 2 elementary schools are tutored after classes to raise achievement levels.

**SOUTH CAROLINA,** Spartanburg City Schools. Improved the French language program by employing native French teachers.

**SOUTH DAKOTA,** Sisseton Schools. These schools have highly developed guidance and remedial reading programs.

**TENNESSEE,** Memphis School System. A Superior and Talented Student Program enables these students to develop abilities fully.

**TEXAS,** Spring Branch District, Houston. Forward-looking district has met impressively the problems of an expanding population.

**UTAH,** Weber County Public Schools. Groups of 3 team-teachers and 3 classes work in the same large, carpeted "pods."

**VERMONT,** Springfield High School. Has instituted a pioneer humanities course for non-college-bound seniors.

**VIRGINIA,** Roanoke Schools. The entire professional staff is conducting a top-to-bottom curriculum modernization and improvement.

**WASHINGTON,** West Valley School District, Spokane. Stresses innovations: ungraded K-3 classes, new citizenship education concepts.

**WEST VIRGINIA,** Oak Glen High School, Hancock County. Thirty per cent of the school day is unassigned time, during which students use school facilities, do homework.

**WISCONSIN,** Madison School System. Maintains the 287-acre Madison School Forest used for nature study by students at all class levels.

**WYOMING,** Fremont County High School District. Remote, small, far-flung district makes maximum use of newest ideas in education.

**DISTRICT OF COLUMBIA,** D.C. School System. Has begun a Saturday School program to prepare deprived children for school.

## Submit a Pacemaker in Your State. (See Back Page.)

## *Here's How To Nominate a Pacemaker:*

- Think about schools or school systems in your state or area that are making significant educational gains and then—ACT TODAY.
- Keep in mind: Pacemaker Awards are designed to be representative of educational programs that reflect the changing times, with particular emphasis on *local initiative, creativity,* and *innovation.*
- When a Pacemaker Nomination is selected, give a brief description (not more than 500 words) on the back of the enclosed green application form. Send in as many nominations as you wish.
- Supporting material—such as pictures, news clippings or samples of printed material may be included—but do not submit bulky matter, including scrapbooks, and other voluminous material.
- Be certain that the nomination is in the mail no later than Friday, March 25. Entries postmarked after that date can not be considered.
- Mail nominations to: Pacemaker Nominations, Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C., 20036.
- Judging of the entries will be made by a distinguished panel of judges including NEA President, a consultant from the NEA Center for Instruction, and the editor of *Parade.*
- The Pacemaking school or school system will be notified privately in advance of the public announcement to be made at a special luncheon at the 104th annual NEA convention, June 26-July 1, in Miami Beach, Fla.

**...Make Your Pacemaker Nominations Today...**

NEWS from the National Education Association
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For Further Information:
Howard Carroll or Robin Dorr

3/16/66

FOR IMMEDIATE RELEASE

Get Into Political Mainstream,
Sen. Kennedy Urges Teachers

ALBANY, N. Y.--Sen. Robert F. Kennedy (D-N.Y.) urged more than 300 teachers here to "become dynamically vigorous" in politics.

In a message delivered to teachers from a 20-state area who met for a three-day political clinic, March 11-13, Kennedy stated that "a major share of accountability for knowledgeable, active citizenship rests with teachers.

"I know that teachers have not been consulted on the way schools should be run... There is no reason that an individual should be obliged to put aside his rights and privileges of American citizenship because he or she chooses to become a teacher," said Kennedy, adding:

"To believe this is to wish to penalize tragically a group that has so much to offer the community in terms of trained judgment and experience. Indeed, teaching itself is a form of social politics."

A New Jersey Congressman told the clinic that teachers had "the right and obligation to express their (political) convictions...and to act upon them by placing themselves before their fellow citizens as candidates for public office."

Rep. Frank Thompson (D-N.J.) praised the National Education Association (NEA) which, in his opinion, was one of the top two or three lobbies in the country. He stated that the NEA representatives are effective in their dealings with Congress in Washington as well as in the home districts. "When members of Congress ask for information from NEA it is immediately forthcoming and we know it is reliable," Thompson said.

(More)

The question of whether a teacher can become involved in politics is as outdated as the question of whether the world is flat or round.

"Obviously, the teacher must enjoy and bear the rights and duties of the citizens at large...As individuals, there is no reason why teachers should not join in registration drives and be active in them, or, for that matter, launch their own drives," Thompson said.

The clinic participants were reminded by T. M. Stinnett, assistant executive secretary of NEA's Professional Development and Welfare, that "the key to tyranny is non-participation." During the last 20 years, "because of increasing involvement in politics we have been able to lift the image of the (teaching) profession from one of dismal preparation to one of undoubted competence.

"Let's be done with the concept that teachers are and by right ought to be political eunuchs," Stinnett declared. "The teaching profession is no longer going to accept the notion that it alone, of all the recognized professions in American life, ought to be subject, reed-like, to every vacillating wind of doctrine that blows," he concluded.

The delegates were welcomed by Albany Mayor Erastus Corning II who said, "the profession of teaching is intimately connected with politics."

The clinic was organized by the NEA Citizenship Committee in cooperation with the New York State Teachers Association, the New Jersey Education Association, the Pennsylvania State Education Association, the Connecticut Education Association, the Massachusetts Teachers Association, and the Albany Public School Teachers Association.

The next political clinic for teachers will be held April 29-May 1 in Minneapolis, Minn.

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For Further Information:
Howard Carroll

SPECIAL TO EDUCATION AND TECHNICAL PUBLICATIONS

FOR IMMEDIATE RELEASE

Association for Educational Data Systems
To Hold Annual Meeting In Philadelphia, May 1-4

WASHINGTON, D.C. (SPECIAL)--The impact of the computer sciences on education will be explored in depth at the fourth annual convention of the Association for Educational Data Systems (AEDS) in Philadelphia, Pa., May 1-4. Theme of the meeting is "Educational Decisions in An Age of Technology."

J. Richardson Dilworth, president of the Philadelphia School Board and former mayor of the city, will extend greetings as some 500 administrators, teachers, technicians, supervisors, researchers and other interested observers from all parts of the nation convene at the Sheraton Hotel.

Keynoting the convention will be Dwayne Orton, chairman of the editorial board of Think Magazine. AEDS President C. Taylor Whittier, superintendent of Philadelphia City Schools, will preside.

Other speakers during the three-day meeting include Norman Ream, director, Institute of Computer Sciences and Technology, National Bureau of Standards, Washington, D.C.; and Richard Louis Bright, associate commissioner of education and director of research, U.S. Office of Education.

Delegates to the meeting will hear discussions on the teaching of automatic data processing and computerized instruction in colleges of education and in secondary and vocational schools, the development and utilization of data transmission, the computer scientist, the systems man, and the impact of recent federal legislation.

One of the highlights of the meeting will be a display of exhibits which feature the latest in automatic data processing equipment, teaching materials, form designs, system techniques and other recent developments in the field.

(More)

AEDS, chartered in 1962 as a non-profit corporation, was founded by experienced professional educator-data processing specialists who recognized the need for such an organization. The Association's headquarters in Washington, D.C., serves as a clearinghouse for information in the field, serving some 1,000 members.

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FOR IMMEDIATE RELEASE

National School Public Relations Association Opens
Center for Communication Studies at Santa Barbara, Calif.

SANTA BARBARA, CALIF.--The establishment here of a Center for Communication Studies, designed to aid educational agencies and groups, was announced jointly today by the Brooks Foundation and the National School Public Relations Association (NSPRA).

The new facility, which will be associated with the complex of communications and education-oriented organizations and companies being assembled by the Foundation on the former University of California Santa Barbara Riviera Campus, will open April 1.

The announcement was made by H. Bailey Gardner, director of public information services for the Kansas City, Mo., public schools and president of NSPRA, and Russell Furse, executive director of the Brooks Foundation.

Gardner said the new Center represents an effort by NSPRA leaders to focus major attention upon new developments in communications to aid in the improvement of school public relations.

The 31-year old NSPRA maintains a program of educational seminars, publications, and projects designed to facilitate the flow of educational news and to assist schools and organizations to develop improved internal and external communication programs. According to the announcement, the new center will enable the group to develop new communications research and consulting services and also expand its seminar, publications and film programs.

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**Note to Editors and Correspondents:** Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Robert Olds, who has a broad background of experience in education and industrial communications, advertising and public relations, will serve as the director of the NSPRA Center. He has edited Trends, one of the association's newsletters, for the past 19 years.

The Center also will serve as the West Coast Editorial Office of Education U.S.A., a national weekly publication by NSPRA which covers the news of education. Olds will serve as the West Coast editor.

Furse, a former TV network and motion picture executive, said the NSPRA Center would represent a significant addition to the Foundation's group of associates in the inter-institutional communications research and development effort.

The Brooks Foundation, established in 1963, has as a principal objective the creation of more efficient and effective communications systems for schools, industry, governmental and military agencies through cooperative research, experimentation, and exchange of research data.

Although the Foundation has been at work converting the 10-acre former campus into a specialized communications and cultural center for less than three years, facilities already assembled are impressive. These include two motion picture and TV sound stages, motion picture, filmstrip, and slide producers, 650-seat modern theater, computer center, still photography and recording facilities, experimental school, art school, processing lab, and other communications facilities.

NSPRA has been a department of the National Education Association (NEA) with national headquarters in Washington, D. C., since 1950.

NSPRA's program of seminars, to be expanded here, already includes a national conference and series of regional meetings, all designed to help school boards, state education departments, administrators and education association leaders improve their communication efforts.

The national seminar this year will be held in July at Hollywood, Fla., with regional meetings to be held at College Station, Texas; Plattsburgh, N. Y., and

(More)

Norman, Okla. In addition, NSPRA will manage a national public information seminar for all of the state commissioners of education and 100 of their staff members at the University of Wisconsin in May, with the Wisconsin State Department of Public Instruction as host.

In addition to three newsletters, NSPRA has published many books and pamphlets, with more than 4 million copies in print. Latest publications are The First Big Step, a handbook for parents of culturally deprived children, and The College Experience Ahead, a booklet by John W. Gardner, Secretary of Health, Education and Welfare.

The director of the NSPRA Center has served as a staff executive of a state school boards association, state and national education associations as well as being an advertising agency executive and public relations consultant. He was a sports and government reporter for the United Press at Columbus, Ohio, and served as aviation editor of the Columbus Citizen. Currently he is manager of the West Coast Editorial Information Center in Los Angeles for the NEA.

Olds has edited six publications, authored a World War II book, and has written and directed film shorts, radio documentaries and an education news radio and press service. He helped to originate the School Management Institute, a firm which provides in-service development programs for school administrators.

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3/14/66

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FOR A.M. RELEASE MONDAY
March 14, 1966

Danny Kaye To Be Honored
By Elementary School Principals

WASHINGTON, D. C.--Danny Kaye will receive unique recognition for his work with children by the nation's elementary school principals when they meet in annual convention, March 23, in Portland, Ore.

Scheduled to appear before more than 4,000 members of the National Education Association's Department of Elementary School Principals (DESP), Kaye will be presented with a "Champion of Children Award," the first and only such recognition of an entertainer by the 25,000-member organization.

"Danny Kaye Day" ceremonies will cite Kaye's contributions to UNICEF and the children of the world which, since 1954, have comprised more than 100,000 miles of travel for public appearances, articles and films designed to increase knowledge and understanding of the aims and purposes of the United Nations Children's Organization.

Making the presentation will be William G. Carr, executive secretary of NEA and secretary general of the World Confederation of Organizations of the Teaching Profession (WCOTP), one of the world's foremost representatives of the educational community. Carr will fly to Portland from Washington, D.C., bringing also a commendation from Henry R. Labouisse, executive director of UNICEF.

(More)

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The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Explaining the purpose behind the award, Carr commented that Danny Kaye, like every good teacher, has a continuing concern for children, adding:

"In giving unselfishly of his time and talent, Danny Kaye has made a continuing humanitarian contribution. He has taught all of us about the problems and needs of the world's children and about our responsibility for children who represent the future of humanity."

Presiding at the ceremonies will be James M. May of Tulsa, Okla., president of DESP. It is expected that platform guests will include Oregon Governor Mark Hatfield, Portland Mayor Terry Schrunk, and Cecil W. Posey, executive secretary of the Oregon Education Association (OEA).

The citation, to be engraved on a silver plaque, will read...

"To Danny Kaye: For his innate wisdom, great heart, and boundless determination. For his years of unstinting devotion which helped immeasurably to bring the Nobel Prize to his beloved UNICEF. And, above all, for his unquenchable spirit which has inspired children of all colors and all creeds all over the world."

Last fall, Kaye accompanied UNICEF officials to Osla, Norway, when UNICEF received the Nobel Prize for Peace.

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Note: This story is also being released in Chicago

FOR RELEASE SUNDAY
MARCH 13, 1966

Green Grows the Ivy on the Campus;
Earnings Rise for Faculty Members

WASHINGTON, D.C., March 12--Median salaries for college and university faculty members have increased 11.2 per cent during the last two years.

The Research Division of the National Education Association (NEA), which reports biennially on salaries paid in higher education, disclosed this improvement in faculty salaries in its latest report, Salaries in Higher Education, 1965-66.

William S. Graybeal, assistant director of NEA research, will discuss the report tomorrow at the 21st National Conference on Higher Education, sponsored by the National Association for Higher Education (NAHE) at the Conrad Hilton Hotel in Chicago.

The median salary for all full-time faculty personnel--professors, associate professors, assistant professors, and instructors--is $9,081 this year. This figure represents an average annual increase of $459 over the median salary of $8,163 in the 1963-64 report.

The median salary for full professors this year is $12,953, an increase of 14.5 per cent. Associate professors showed a 12.1 per cent rise with a salary of $10,058 as compared to $8,969 two years ago. Assistant professors now receive $8,417 as against $7,539 two years ago, an increase of 11.6 per cent. And instructors are paid $6,761 this year, an increase of 10.6 per cent over their salary of $6,114 in 1963-64.

(All salaries are median salaries and are based on nine months of full-time faculty employment.)

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A significant trend, the report reveals, is the higher number of faculty members and the higher salaries paid in the large public universities, those of 10,000 or more students. About 25 per cent of all faculty members are employed in these large public universities, about 21 per cent were in this type of institution in the previous NEA survey of salaries in higher education.

Salarywise, the large non-public and public universities are leading the nation.

For example, non-public universities of 5,000 or more students this year report a median salary of $10,157 among 13,687 teachers. Public universities enrolling more than 10,000 students report a median salary of $10,053 among 43,816 teachers.

The lowest salaries are in the non-public colleges which employ about 1 in 5 teachers in higher education. Their median salaries range from $8,214 in the institutions enrolling 1,000 or more students, to $6,845 in those colleges with under 500 students.

These over-all median figures do not show the wide disparities which depend on many factors including the size of the institution and its geographical location.

The median salary of full professors in the Far West, for instance, is $14,423; in the Southeast, $11,174. Men full professors make more than women, by about 8.8 per cent. And the survey turned up at least 221 university and college teachers bracketed in a listing of "$24,000 and over." (There were also several hundred listed in "below $5,000".)

There are greater financial rewards, of course, in some administrative positions. The median annual salary of all college and university presidents is $19,638. (The range for presidents is from $55,000 down to $4,500.)

Salaries of administrators, like those of faculty members are influenced by the size and type of the educational institution, the report points out.

The range of median salaries for presidents is from $31,250 in the large non-public universities to $12,861 in the smallest non-public colleges.

(More)

Showing the most dramatic increase in administrator salaries were the deans of college and head librarians, both showing a 15.1 per cent increase. The median salary of deans is $15,703 as compared to $13,644 two years ago and head librarians are now receiving $10,225 as against $8,883 in 1963-64.

The NEA research survey is based on the response of 77.5 per cent of the nation's 1,313 institutions granting four-year degrees and 77 per cent of the 718 junior colleges. About 90 per cent of the publicly controlled four-year colleges and universities responded to the survey. These public institutions employ about 60 per cent of all faculty members in degree-granting institutions.

The report contains a separate section for junior colleges where the median faculty salary this year is $8,361 in the public institutions, an increase of 6.8 per cent over their salary of $7,828 in 1963-64. In non-public junior colleges the median salary this year is $6,407, an increase of 12 per cent over the figure of $5,719 in the last report.

But, as in the senior institutions, the range is great, going from less than $3,000 to more than $15,000.

The number of teachers in public junior colleges has increased sharply in the past two years with a total of 22,166 teachers reported this year as compared to 15,003--an increase of 47.7 per cent during the two year period.

# # # 3/12/66

Sent 3/11

PR34 /FROM PR NEWSWIRE IN NYC AT TE 2-9400/

TO NATIONAL NEWS DESK -- ATT. EDUCATION EDITOR

/CAUTION -- ADVANCE FOR AYEM MONDAY, MARCH 14/

SCHOOL PRINCIPALS HONOR DANNY KAYE

/ADVANCE/ WASHINGTON, MARCH 13 -- DANNY KAYE WILL RECEIVE UNIQUE RECOGNITION FOR HIS WORK WITH CHILDREN BY THE NATION-S ELEMENTARY SCHOOL PRINCIPALS WHEN THEY MEET IN ANNUAL CONVENTION, MARCH 23, IN PORTLAND, ORE.

SCHEDULED TO APPEAR BEFORE MORE THAN 4,000 MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION-S DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS /DESP/, KAYE WILL BE PRESENTED WITH A "CHAMPION OF CHILDREN AWARD," THE FIRST AND ONLY SUCH RECOGNITION OF AN ENTERTAINER BY THE 25,000-MEMBER ORGANIZATION.

"DANNY KAYE DAY" CEREMONIES WILL CITE KAYE-S CONTRIBUTIONS TO UNICEF AND THE CHILDREN OF THE WORLD WHICH, SINCE 1954, HAVE COMPRISED MORE THAN 100,000 MILES OF TRAVEL FOR PUBLIC APPEARANCES, ARTICLES AND FILMS DESIGNED TO INCREASE KNOWLEDGE AND UNDERSTANDING OF THE AIMS AND PURPOSES OF THE UNITED NATIONS CHILDRENS ORGANIZATION.

MAKING THE PRESENTATION WILL BE WILLIAM G. CARR, EXECUTIVE SECRETARY OF NEA AND SECRETARY GENERAL OF THE WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION /WCOTP/, ONE OF THE WORLD-S FOREMOST REPRESENTATIVES OF THE EDUCATIONAL COMMUNITY. CARR WILL FLY TO PORTLAND FROM WASHINGTON, D.C., BRINGING ALSO A COMMENDATION FROM HENRY R. LABOUISSE, EXECUTIVE DIRECTOR OF UNICEF.

EXPLAINING THE PURPOSE BEHIND THE AWARD, CARR COMMENTED THAT DANNY KAYE, LIKE EVERY GOOD TEACHER, HAS A CONTINUING CONCERN FOR CHILDREN, ADDING --

"IN GIVING UNSELFISHLY OF HIS TIME AND TALENT, DANNY KAYE HAS MADE A CONTINUING HUMANITARIAN CONTRIBUTION. HE HAS TAUGHT ALL OF US ABOUT THE PROBLEMS AND NEEDS OF THE WORLD-S CHILDREN AND ABOUT OUR RESPONSIBILITY FOR CHILDREN WHO REPRESENT THE FUTURE OF HUMANITY."

PRESIDING AT THE CEREMONIES WILL BE JAMES M. MAY OF TULSA, OKLA., PRESIDENT OF DESP. IT IS EXPECTED THAT PLATFORM GUESTS WILL INCLUDE OREGON GOVERNOR MARK HATFIELD, PORTLAND MAYOR TERRY SCHRUNK, AND CECIL W. POSEY, EXECUTIVE SECRETARY OF THE OREGON EDUCATION ASSOCIATION /OEA/.

THE CITATION, TO BE ENGRAVED ON A SILVER PLAQUE, WILL READ --

"TO DANNY KAYE. FOR HIS INNATE WISDOM, GREAT HEART, AND BOUNDLESS DETERMINATION. FOR HIS YEARS OF UNSTINTING DEVOTION WHICH HELPED IMMEASURABLY TO BRING THE NOBEL PRIZE TO HIS BELOVED UNICEF. AND, ABOVE ALL, FOR HIS UNQUENCHABLE SPIRIT WHICH HAS INSPIRED CHILDREN OF ALL COLORS AND ALL CREEDS ALL OVER THE WORLD."

LAST FALL, KAYE ACCOMPANIED UNICEF OFFICIALS TO OSLO, NORWAY, WHEN UNICEF RECEIVED THE NOBEL PRIZE FOR PEACE.

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/FOR FURTHER INFO PLS CALL PHIL KING OF NEA IN NYC AT LT 1-2360/

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Sent 3/11

PR34A /FROM PR NEWSWIRE IN NYC AT TE 2-9400/

TO NATIONAL NEWS DESK

COPY TO EDUCATION EDITOR

/CAUTION -- ADVANCE FOR 6 PM SATURDAY, MARCH 12/

/ADVANCE/ ALBANY, N.Y., MARCH 12 -- TWO POLITICAL LEADERS, SEN. ROBERT F. KENNEDY, DEM.-N.Y., AND REP. FRANK THOMPSON, JR., DEM.-N.J., URGED TEACHERS TO BECOME ACTIVELY INVOLVED IN POLITICS IN MESSAGES TO A POLITICAL CLINIC FOR TEACHERS HERE /MARCH 11-13/.

REP. THOMPSON, IN A SPEECH PREPARED FOR DELIVERY AT THE BANQUET TONIGHT /SATURDAY/, TOLD THE CLINIC, WHICH IS SPONSORED BY THE CITIZENSHIP COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION, THAT TEACHERS HAVE THE RIGHT AND THE OBLIGATION TO EXPRESS THEIR CONVICTIONS IN THE POLITICAL ARENA.

OTHER PARTICIPATING ORGANIZATIONS ARE -- THE ALBANY PUBLIC SCHOOL TEACHERS ASSOCIATION; THE NEW YORK STATE TEACHERS ASSOCIATION; THE NEW JERSEY EDUCATION ASSOCIATION; THE PENNSYLVANIA EDUCATION ASSOCIATION; CONNECTICUT EDUCATION ASSOCIATION, AND THE MASSACHUSETTS TEACHERS ASSOCIATION. CLOSE TO 350 DELEGATES FROM A TWENTY-STATE AREA ARE ATTENDING THE CLINIC.

SEN. KENNEDY, IN A TELEGRAM TO THE PRESIDENT OF THE NEW YORK STATE TEACHERS ASSOCIATION, MISS ALICE FOLEY, SAID --

"I KNOW THAT TEACHERS HAVE NOT BEEN CONSULTED ON THE WAYS SCHOOLS SHOULD BE RUN. I KNOW THAT TEACHERS HAVE MUCH TO CONTRIBUTE. YOUR VOICES SHOULD BE HEARD. YOUR VOICES MUST BE RAISED IF ANOTHER GENERATION OF OUR CHILDREN IS NOT TO BE LOST.

"THERE IS NO REASON THAT AN INDIVIDUAL SHOULD BE OBLIGATED TO PUT ASIDE HIS RIGHTS AND PRIVILEGES OF AMERICAN CITIZENSHIP BECAUSE HE OR SHE CHOOSES TO BECOME A TEACHER. TO BELIEVE THIS IS TO WISH TO PENALIZE TRAGICALLY A GROUP THAT HAS SO MUCH TO OFFER THE COMMUNITY IN TERMS OF TRAINED JUDGMENT AND EXPERIENCE. INDEED, TEACHING ITSELF IS A FORM OF SOCIAL POLITICS. TEACHERS HAVE A RIGHT TO PLACE THEIR EXPERIENCE AND INSIGHTS AT THE DISPOSAL OF THE COMMUNITY...TEACHERS MUST BECOME DYNAMICALLY VIGOROUS IN THE POLITICAL PROCESS ITSELF."

REP. THOMPSON, IN THE CLINIC-S KEYNOTE SPEECH, SAID --

"THE TEACHER BEARS A DUAL BURDEN...THAT OF PARTICIPATING IN THE POLITICAL PROCESS AND AT THE SAME TIME THE TEACHER, AS A PUBLIC EMPLOYEE, IS IN EFFECT A PART OF THAT PROCESS. POWER RESIDES ULTIMATELY IN THE CITIZENRY, AND HE WHO DOES NOT CHOOSE TO PROTECT HIS OWN INTERESTS BY EXERCISING HIS FRANCHISE HAS LITTLE CAUSE TO COMPLAIN WHEN HIS RIGHTS ARE IGNORED OR ABUSED.

"IT IS A SAD FACT THAT IN MANY JURISDICTIONS THE ELECTION LAWS ARE IN GREAT NEED OF REVISION. AS INDIVIDUALS, THERE IS NO REASON WHY TEACHERS SHOULD NOT JOIN IN REGISTRATION DRIVES, OR FOR THAT MATTER, LAUNCH THEIR OWN DRIVES. TEACHERS, AS DO OTHER PROFESSIONAL GROUPS, HAVE THE RIGHT AND INDEED A DUTY TO ADVANCE THEIR INTEREST TO THEIR ELECTED REPRESENTATIVES.

"TEACHERS ARE UNIQUELY EQUIPPED TO ASSIST IN THE TASK OF ESTABLISHING AND PRESENTING THE FACTUAL BASIS UPON WHICH PUBLIC DIALOGUE SHOULD BE CONDUCTED. I DO NOT HOLD TO THE THESIS THAT THE TEACHER SHOULD BE HEARD ONLY IN THE CLASSROOM. IN A WORD, THEREFORE, TEACHERS, AS ALL CITIZENS, HAVE THE RIGHT AND OBLIGATION TO EXPRESS THEIR CONVICTIONS AND IF THE CIRCUMSTANCES SO PERMIT, TO ACT UPON THEM BY PLACING THEMSELVES BEFORE THEIR FELLOW CITIZENS AS CANDIDATES FOR PUBLIC OFFICE."

-0-

/FOR FURTHER INFO PLS CALL MISS ROBIN DORR IN THE NEA PRESS OFFICE AT THE THRUWAY MOTOR INN IN ALBANY, N.Y., AT 518-459-6702/

600PM CLR

Mar. 11, 1966

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
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For Further Information:
Fred Stoffel

FOR RELEASE TO A.M. PAPERS, FRIDAY,
MARCH 11

NEA Report Recommends
Major Changes in Florida's
School Power Structure

TALLAHASSEE, Fla., March 11--A special study committee of the National Education Association (NEA) last night recommended that Florida revamp its educational finance and power structure from top to bottom.

The recommendation was contained in a report presented here last night to directors of the Florida Education Association (FEA) and the Florida State Teachers Association (FSTA). Both have headquarters here and are affiliates of NEA. The study was conducted by NEA's Professional Rights and Responsibilities Commission (PR&R).

Titled "Florida: A Study of Political Atmosphere as it Affects Public Education," the report was made at the request of both FEA and FSTA. The education associations contend the political atmosphere of the state is damaging public education.

Implicit in the report is the conviction that rural domination of the state legislature--with the consequent under-valuing of education--is to blame for many of the state's educational ills.

These, the report says, include: (1) a growing teacher shortage; (2) a measurable differential between predominantly-white and predominantly-Negro schools; (3) inadequate professional salaries; (4) a weakened (in 1963) continuing contract law for teachers; (5) too few kindergartens; (6) too many small schools; (7) too few remedial classes; (8) not enough shop or vocational courses; and (9) too much dependence on out-of-state teachers to fill Florida's needs (5 out of 6 teachers in the state come in from outside.)

(More)

The state board of public instruction, the report continues, should be reconstituted. Instead of its present ex-officio membership--the governor, state school superintendent, treasurer, attorney general, secretary of state--the board should be "composed of leading citizens from throughout the state" who will be elected on a non-partisan basis and who will be able to devote their public service to education only.

At present, the report says, state officers on the school board serve on a host of other state boards, leaving them too little time for educational problems. The state school superintendent, for example, the report points out, serves on 14 boards, including the board of public instruction.

But the state superintendent, the report continues, should not be a member of a board whose instructions he is to carry out. Instead, the report recommends, he should be appointed by an elected board. The state school chief should also "be permitted to concentrate his abilities and energies on the task of educational leadership."

In addition, the report says, the powers of the state budget commission should be curtailed. At present the commission--made up of the same five state officers who make up the state school board plus the state commissioner of agriculture and the state comptroller--control not only the total state school budget but have control over specific items in the budget. It is this latter power of the commission, the report says, that should be cut off.

On the county level, school superintendents should be both qualified and appointed. At present, the report says, Florida is the only state in the union which does not require its superintendents to have professional qualifications for running the schools. Only eight of the 67 county superintendents in the state are now appointed by their school boards. The remainder of the superintendents are elected on a partisan basis with little or no emphasis on training and qualifications.

(More)

In addition, the report advises, county school boards--ranging from five to seven members--should be elected on non-partisan slates and should serve without salary--only their actual expenses on school board business should be paid.

Local school trustees--elected on a partisan basis to advise school boards about personnel--should be eliminated. So should the control over county school budgets that budget commissions now have in three counties.

Tax assessors--who exercise major influence on school programs through their power to set property values--should be appointed instead of elected, the report says, and should be required to have qualifications for their jobs.

Dr. Dana Swick, superintendent of schools in Kingsport, Tenn., and chairman of the study group, said that few of its recommendations were brand new.

"For the most part," Swick said in presenting the report, "our recommendations parallel those of two decades ago when the Florida Citizens Committee on Education, after a complete and comprehensive study of Florida's education (embodied in "Education and the Future of Florida") also recommended changes in state and local school boards, state and local superintendents, tax assessments, and finances."

A new effort, such as the 1947 study, is needed, the report points out. "It is essential that Florida's citizenry and its leadership explore the educational issues--and the political issues that influence education in their states. It is essential in 1966, as it was in 1947, that they recognize the direct relationship between education and the future of Florida."

To acquire the funds needed to improve Florida's education picture, the report recommends the establishment of a state assessment board or other agency to ensure "more nearly uniform assessment practices throughout the state." Such a board would review county assessments and enforce periodic revaluation in compliance with state "just value" laws.

(More)

County school district millage elections, the report says, should also be abolished, and the county school board should have the power to fix school millage rates "within broad constitutional limits."

Swick said that the big gain of the 1947 Florida Citizens Committee on Education was the establishment of the Minimum Foundation Program. But that program now has to be improved, he said.

The report recommends that the Minimum Foundation Program be transformed into a Quality Foundation Program, with additional school taxes "in conformity with the principle of taxing wealth where it is to educate children where they are."

The Minimum Foundation Program is too minimal the report says. A new measure should be aimed at "improving the internal structure of the present program by adding components to accommodate new programs and services and by setting realistic quality levels of support."

This added revenue, the report says, should "ensure adequate allowances for a well-balanced program for all children in all counties," taking into account not only the ability but the efforts of the counties to support education.

Too many counties are making only minimum efforts to locally finance their schools and depending on the state--which offers them few incentives to improve--for the rest, the report points out.

Calhoun County, for example, provides less than 9 per cent of the cost of supporting its schools, while Palm Beach provides over 63 per cent.

It appears, the report says, that the relatively poor counties--mostly in Northern Florida--"not only have less to spend for public education than the peninsular counties, but they are spending less of what they have in terms of actual property values."

Changing the formula for distribution of state funds, the report says, could provide the incentive they need to increase their share of the educational budget and enable their schools to improve.

(More)

What the present Minimum Foundation Program "produces in terms of quality education and to what extent it is subsidizing lack of effort, as well as compensating for lack of ability, are questions that seem to be worthy of further exploration."

Other recommendations to the state:

- Pay adequate teachers' salaries.
- Expand and improve pre-service and in-service (on-the-job) training programs for teachers.
- Discontinue improper use of the National Teachers Examination.
- Protect tenure rights of teachers under school consolidation.
- Enact laws to protect teachers from unfair dismissals and demotions.
- Prevent further misuse and consequent under-assessment of the state's natural resources.

To the professional association of teachers in Florida the study recommends:

- A unified and effective professional and political action program.
- A legislative program to secure tenure rights for teachers.

# # # 3/11/66

Members
of
NEA Special Committee for Florida Study
Conducted By
National Commission on Professional Rights & Responsibilities

| | |
|---|---|
| Dana F. Swick, chairman. . . . . | Superintendent of Schools<br>Kingsport, Tenn. |
| John A. Aragon . . . . . | Executive Secretary, New Mexico State School Boards Association; professor of education, University of New Mexico, Albuquerque. |
| Mrs. Juanita M. Corbin . . . . . | Elementary teacher, Riegelwold, N.C.; immediate past president, Association of Classroom Teachers, North Carolina State Teachers Association. |
| D. P. Culp . . . . . | President, Alamo College, Monetevallo, Ala. |
| Zach S. Henderson . . . . . | President, Georgia Southern College, Statesboro, Ga. |
| Mrs. Edna Lindle . . . . . | High school teacher, Henderson, Ky.; member of NEA Commission on Professional Rights and Responsibilities. |
| William P. McLure. . . . . | Director, Bureau of Educational Research, University of Illinois, Urbana, Ill. |
| John L. Miller . . . . . | Superintendent of Schools<br>Great Neck, Long Island, N. Y. |

Staff Members
Assisting Special Committee

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|---|---|
| Ernest F. Anderson . . . . . | Research Associate, University of Illinois |
| Owen Love, Study Coordinator . . . . . | Legal counsel, PR&R Commission |
| Oscar E. Thompson. . . . . | Associate executive secretary, PR&R Commission |
| Dorothy Massie . . . . . | Technical writer, PR&R Commission |

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

March 10, 1966

MEMORANDUM TO: Editors and Broadcasters
FROM: M. Ruth Broom, Division of Press, Radio, and Television Relations

Student protests and demands for more freedom--intellectual, academic and otherwise--increasing in intensity and cropping up in colleges and universities all over the country, will be one of the many controversial topics under discussion at the 50th anniversary convention of the National Association of Women Deans and Counselors (NAWDC) when it convenes in Washington, D. C., March 30-April 3.

Cheating, plagiarism on term papers, dorm visits between the sexes, moral values of students, and other issues and controversies in student activities will be studied throughout the four-day convention in general sessions, small group discussion meetings, and in special interest group workshops. Headquarters will be in the Statler-Hilton Hotel and about 1000 persons are expected to attend.

A department of the National Education Association, the Association is returning to the city of its birth to celebrate its first half century. The organization has held annual meetings in Washington, D. C., only three times since its founding in 1916. The first was held here in 1926, again in 1934, and in 1954. The Association is composed of women deans in junior and senior colleges and universities, high school student deans, guidance counselors, administrators, and personnel workers. Present membership totals more than 2,000.

Choosing as its theme "Heritage and Horizons," the NAWDC will honor its past presidents and other women who have played outstanding roles in its history with a special ceremony at the 50th anniversary luncheon on Thursday, March 31. Mrs. Dorothy K. Goldberg, wife of the Ambassador to the United Nations, will extend greetings at the luncheon.

Looking to the future, the convention program will feature on Saturday, April 2, "A Marathon of Reports on Recent Research, Innovation, Investigation, and Program Developments." A series of afternoon sessions will be devoted to discussion of such topics as "What Price Freedom?" "A Report of a Survey of Attitudes Regarding the Issue of Student Visitation to Off-Campus Private Quarters," "A Report of a Survey of Organized Student Protest," "Report of a Ten-Year Follow-Up Study of Entering Freshmen Women Students: Their Backgrounds and Future Plans," "The Control of Plagiarism in College: An Experimental Action Program."

Sen. Gale McGee (D.-Wyo.) will address the convention's banquet session on Friday evening, April 1. Other speakers include August Heckscher, director of the Twentieth Century Fund, New York, N. Y.; Phillip H. Phenix, professor, Department of Philosophy and the Social Sciences, Teachers College, Columbia University.

A press office will be located in the Silver Room on the Mezzanine of the Statler-Hilton throughout the convention. A copy of the convention program will be available upon request.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

March 8, 1966

MEMORANDUM TO:

We are making plans for publicizing the 50th anniversary conference of the National Association of Women Deans and Counselors (NAWDC) to be held here March 30-April 3, and we need your help.

We will need material for reporters covering the conference since, at a meeting of this size, it is difficult for them to attend every session. Will you send me either a copy of your speech or an excerpt? If you do not plan to speak from a prepared manuscript, a summary or a few paragraphs highlighting what you expect to say will be most welcome.

We would appreciate receiving whatever you can send by March 30, but if this is inconvenient, please bring your material to the conference with you and give it to me in the Conference Press Office. The Press Office will be located in the Silver Room on the Mezzanine of the Statler-Hilton Hotel.

Many thanks for your cooperation.

Sincerely,

M. Ruth Broom

M. Ruth Broom
Convention News Editor
Division of Press, Radio, and
Television Relations

MRB/mah

NOTICE

The U.S. Office of Education has asked the National Education Association to help publicize the new National Teacher Corps program. This fact sheet provides information which may be used in newsletters, meetings, or on bulletin board displays, and any attention given to distributing the material will be greatly appreciated. J. L. McCaskill, Assistant Executive Secretary, State and Federal Relations, NEA.

March 4, 1966

# NATIONAL TEACHER CORPS
# FACT SHEET

The National Teacher Corps is designed to "improve the quality of teaching where quality is most needed and in short supply--in the city slums and areas of rural poverty."

The words are President Johnson's, who announced the program last summer when he appeared at the National Education Association's convention. (The NEA has since vigorously supported the program.) He signed the bill creating the National Teacher Corps last Nov. 8--but Congress has not yet approved the funds needed for the rest of fiscal 1966 or the appropriations needed for 1967. Only planning money has been alloted for the program.

Planners in the U.S. Office of Education are concerned.

They need nearly 1,000 experienced teachers by April 15 in order to get the program rolling by the time school opens next fall. But meantime these teachers (approximately a fourth of the 3,750 experienced teachers and inexperienced teacher-interns sought in the first year of the program) may sign contracts in their home districts before then.

Earliest passage on the appropriation is not expected until mid-March. Meanwhile, the Teacher Corps task force is eager to receive "preliminary applications," letters of interest in the Teacher Corps proposal and a statement of qualifications.

Here, in brief is:

THE PROBLEM-- 5,000,000 children in city and rural slums--10 per cent of the school population--come from families with annual earnings under $2,000. For the most part their homes lack books and newspapers...their parents are frequently illiterate...they may suffer from malnutrition or be emotionally disturbed. And their schools--under-financed and under-staffed--need help to break these children free from the cycle of poverty.

A SOLUTION-- Put extra teachers--with talent and training and deep commitment--into these schools next fall. Some will serve alone. Others will be part of teaching teams led by an experienced teacher. Preceding their assignments (two years for inexperienced teacher-interns and one or two years for teachers with at least five years of experience) they will get special university training in the sociology of poverty and in teaching the disadvantaged. During their service they will also be able to work toward an advanced degree. Experienced teachers and inexperienced teacher-interns will be paid at local rates and will be under the direction of local school authorities. A stipend will be paid during the pre-service training period and readjustment allowances will be paid at the end of their service periods. They and their families will also receive travel and relocation expenses.

MORE INFORMATION--may be obtained by writing:
National Teacher Corps
U.S. Office of Education
Washington, D.C. 20202 or by calling 962-2905 or 963-5266. Area code 202.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

March 4, 1966

MEMORANDUM TO: Writers and Broadcasters

FROM: Tom Hawkins, National Education Association Division of Press, Radio, and Television Relations, and Elinore M. Darland, Director of Information, American Association for Health, Physical Education and Recreation (AAHPER).

SUBJECT: 81st Anniversary Convention of the American Association for Health, Physical Education, and Recreation--a department of NEA. Six thousand people are expected.

PLACE: Chicago, Ill., March 18-22, Conrad Hilton Hotel. Press room in Private Dining Room No. 3, Fourth Floor. Open Thursday, 1 p.m.

SPEAKERS at general sessions include:

Joseph J. Sisco, assistant secretary of state for International Organization Affairs and specialist on UN policy-making for the United States. 8 p.m., Friday, Mar. 18.

Mortimer J. Adler, founder and director of the Institute for Philosophical Research. He speaks on "The Meaning of a Liberal Education." 9 a.m., Sunday, Mar. 20.

Ruth Abernathy, University of Calif., Los Angeles, and Delbert Oberteuffer, Ohio State University, lead a discussion on "The Role of Health, Physical Education and Recreation in the World Today." 9:30 a.m., Tuesday, Mar. 22.

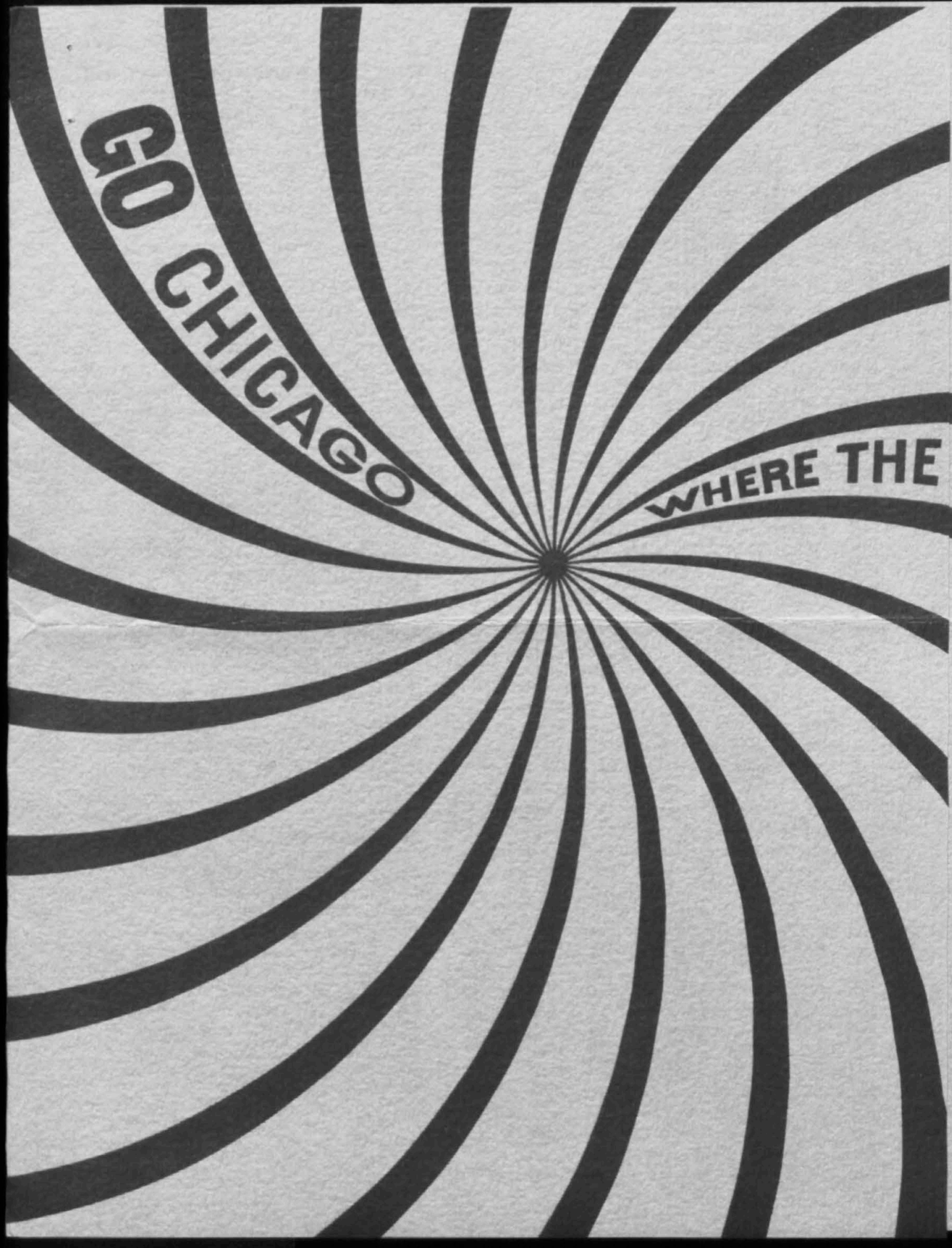
Mable Lee, Lincoln, Neb., former president of AAHPER. She speaks on "From Bloomers to Bikini," the title of a book she is writing on the history of women's physical education. 12:30 p.m., Tuesday, Mar. 22, final general session.

OTHER EVENTS:

Clinics in tennis, archery, golf, and casting. Continuous reports on research papers dealing with physical fitness.

Chicagoland Night Demonstration. "How We Do It," dealing with students' physical education from the primary grades to adults in the city schools. 7 p.m. Saturday.

Exhibits open, East Hall and West Hall, Basement CH, Thursday at 6 p.m. Exhibitor demonstrations begin Friday morning at 9:00 a.m.




WHERE THE ACTION IS FOR '66

Be one of the over 6,000
who are part of the
culmination of a year of
ACHIEVING THROUGH ACTION
at the AAHPER 81st Anniversary
National Convention in Chicago
March 18-22, Conrad Hilton Hotel.

The American Association
for Health, Physical Education,
and Recreation, department
of the National Education
Association, invites everyone
engaged in hper and allied
fields to join in the ACTION
at the 1966 National Convention.
From the well-known leaders to the
students preparing for careers—
everyone will be in the ACT.

## OUR 1966 GENERAL SESSIONS

The First General Session on Friday night combines our keynote address by Joseph J. Sisco, Assistant Secretary of State for International Organization Affairs, an interpretive dance demonstration, and the presentation of Association awards. Sunday morning the Midwest District co-sponsors the Second General Session bringing Mortimer J. Adler to the convention platform. Mr. Adler is director of the Institute for Philosophical Research and was an associate editor of Great Books of the Western World and editor of The Great Ideas. His topic will be *The Meaning of a Liberal Education.*

You are the main speaker at the Third General Session Tuesday morning. An innovation for the 1966 convention, a total delegate workshop session gives everyone a chance to participate. *The Role of Health, Physical Education, and Recreation in the World Today* is the workshop theme. Ruth Abernathy, University of California at Los Angeles, will deliver *The Challenge* to delegates, who will then participate in roundtable discussions. Topics will be—*How Does Health, Physical Education, and Recreation Face:* I. *The Challenge to Authority,* II. *The Future—Our Children and Their Children,* III. *A Changing Society,* IV. *A Shrinking World.* Members of the profession will play a role in solving the problems of today and those of tomorrow—local, national and international. Your ideas on what this role should be will be an important contribution to the convention. Division leaders will act as discussion chairmen and recorders for the roundtable groups. The session will close with a presentation of *The Opportunity* by Delbert Oberteuffer, Ohio State University.

Good food and good fellowship bring the 1966 National Convention to a close on Tuesday. Our speaker, Mabel Lee, will go *From Bloomers to Bikini* in a lively discussion of the history of physical education and sports clothing. Dr. Lee was the first woman president of the Association and is now serving as AAHPER archivist. The luncheon program will also feature a demonstration by children from the Chicago Public Schools and Park District, the announcement of AAHPER's scholarship winners, and the official change-over of the Association presidency.

SISCO

OBERTEUFFER

ADLER

LEE

# WHERE THE ACTION IS FOR '66

KEPHART

PAUL

WASHINGTON

CAMERON

ABERNATHY

DYSON

Be one of the over 6,000 who are part of the culmination of a year of ACHIEVING THROUGH ACTION at the AAHPER 81st Anniversary National Convention in Chicago March 18-22, Conrad Hilton Hotel.

The American Association for Health, Physical Education, and Recreation, department of the National Education Association, invites everyone engaged in hper and allied fields to join in the ACTION at the 1966 National Convention. From the well-known leaders to the students preparing for careers—everyone will be in the ACT.

## THE DIVISIONS IN ACTION

Saturday afternoon starts the Division offerings with the Recreation Division's *Performing Arts Demonstration.* The Division for Girls and Women's Sports program at the same time features an address by Bennetta B. Washington, director of the Women's Job Corps, on *Education and Poverty—Emerging Concepts.*

At the Division of Men's Athletics meeting on Sunday evening, R. Tait McKenzie Lecturer G. H. G. Dyson will discuss the *Mechanics of Athletics.* Mr. Dyson is the director of the Royal Canadian Legion Sports Training Plan. Also on Sunday, the Dance Division will report on its first year of Divisional status. Martha Hill, Juilliard School of Music and Dance, will talk about *New Dimensions for Dance.*

*Forced Weight Reduction* and *Heat Exhaustion* will be the topics at the Division of Safety Education program Monday morning. Respective speakers are William D. Paul, M.D., State University of Iowa, and Allan J. Ryan, M.D., University of Wisconsin. Monday afternoon the Health Education Division and Physical Education Division vie for your attendance. For the health educators—a report on the White House Conference on Health and a discussion of *Federal Aid Programs Which Have Implications for School and College Health Programs.* John L. Cameron, director, Administrative-Instructional Support Branch, U.S. Office of Education, will give a *Progress Report: Elementary and Secondary Education Act, 1965. Motor Learning and Education* will be the topic for Newell C. Kephart, Achievement Center for Children, Purdue University, at the Physical Education Division meeting.

For your more particular interests there are over 100 meetings from which to choose.

YOU CAN SEE DEMONSTRATIONS: Lighting Accompaniment for Dance . . . Participation: Folk and Modern Square Dance for Children . . . Power Volleyball . . . Vigorous Activities for Secondary School Girls . . . Exploration: A Method of Teaching Movement . . . Conditioning Rounds: Tinikling, Tumnikling, and Advanced Tumbling . . . Gymnasium Bowling and Golf . . . Gymnastic Programs for Schools and Colleges with Small Enrollments.

YOU CAN HEAR OPINIONS: Grading in Physical Education . . . Sports Programs Appropriate for the Elementary Age Girl . . . The Effect of High Pressure Recruiting on the Moral Fiber of High School Students . . . Are We Sitting Too Much? . . . Equal Opportunities in a World Grown Small . . . The Development of Healthy Sexuality . . . Readiness for Competition . . . Recreation—A Weapon in the War on Poverty.

YOU CAN BE BROUGHT UP TO DATE: How To Obtain Funds for Contract Research . . . Liability: Claims, Costs, and Judgments in Physical Education . . . Physical Fitness Demands of Space Flight . . . Implementation of Titles I, II, III of the Elementary and Secondary Education Act . . . New Steps in the Four-Phase Driver Education Program . . . Injury Control Through Isometrics and Isotonics in Women's Competition . . . AAHPER's Project on Recreation and Fitness for the Mentally Retarded.

YOU CAN ENJOY THESE EXTRAS: Participation Clinics in Tennis, Archery, Golf, Social Dancing, Casting, Modern Jazz, Modern Dance . . . Educational Tours to area schools and parks . . . Sightseeing opportunities on commercial tours . . . Research reporting throughout the convention . . . Exhibitors Equipment Demonstrations.

Complete program details appear in the January issue of JOHPER—the JOURNAL OF HEALTH, PHYSICAL EDUCATION, RECREATION.

## PROGRAM IN BRIEF

Program meetings open to all convention delegates are described in brief on these pages. All meetings under one time run concurrently, and you may attend only one. The program emphasis of each meeting is indicated. In some cases only one of several topics being presented has been indicated. The following abbreviations have been used to designate the Division emphasis:

HE—Health Education Division
PE—Physical Education Division
R—Recreation Division
DGWS—Division for Girls and Women's Sports
DMA—Division of Men's Athletics
SE—Division of Safety Education
D—Dance Division.

## FRIDAY, MARCH 18

9:00 A.M.

HE—*Future Directions for Health Education*
PE—Senior High School Physical Education
*The Lifetime Sports Foundation—Its Role and Objectives*
DMA—Spring Sports, Golf Demonstration
*Drills and Techniques for Both the Short and Long Game*
D—Forms Section
*Demonstration: Follow the Leader in All Dance Forms*
City/County Directors and Supervisors
*Conducting a Program of Girls' Competitive Sports—The Right Way*
Measurement and Evaluation Section
*Grading in Physical Education: Three Viewpoints — Administrator, Teacher and Student*

10:45 A.M.

PE—Junior College Physical Education
*Triple Responsibility of the Junior College Program to Career, Adult, and Community Programs*
DGWS—*Sports Programs Appropriate for the Elementary Age Child, Grades 4-7*
DMA—Spring Sports, Tennis
*Implications from Research for Improving Tennis Teaching and Coaching*
SE—*The School Administrator Must Be Safety-Minded*
City/County Directors and Supervisors
*Innovations—Life Lines of the Profession*
Therapeutics Section
*Does Physical Training Enhance Resistance to Infectious Disease?*
National Intramural Association
*An Image of Intramurals to Administration, Community, and Nation*

1:00 P.M.

HE—*New Horizons in Nutrition*
PE—*Educational Television*
DGWS-DMA—National Council on Intramural Sports
*Organizational Meeting*
DMA—Winter Sports, Swimming
*The Place of Intramural Swimming in the Physical Education Program*
D—Theatre Section
*Demonstration: Lighting Accompaniment for Dance*
Professional Preparation

2:45 P.M.

PE—This Is Physical Education
*A New Slogan: Learning To Move—Moving To Learn*
PE—Joint Meeting with Research Section
*How To Obtain Funds for Contract Research*
DGWS—*DGWS and Public Relations*
DMA—High School Intramurals
*How We Can Strengthen and Improve Secondary and Elementary Programs*
DMA—College Intramurals
*How We Can Strengthen and Improve College Intramural Programs*
DMA—Fall Sports, Soccer
*Fundamentals of Competitive Soccer*
SE—Joint Meeting with Physical Education Division
*Liability: Claims, Costs, and Judgments in Physical Education*
Aquatics Section
*Evaluating Individual Responses to the Stress of Training*

4:30 P.M.

PE—Elementary School Physical Education
*Participation: Folk and Modern Square Dance for Children*
PE—History and Philosophy Section
*Toward a Sociology of Physical Education and Sport*
DMA—Volleyball Clinic/Demonstration
Outdoor Education and Camping Council
*Outdoor Education at Cleveland Heights, Ohio*
Fitness Section
*Physical Fitness Demands of Space Flight*
Therapeutics Section—APMR
*The Value of Corrective Therapy to the Physical Educator*
Student Section Social Mixer

8:00 P.M.

FIRST GENERAL SESSION
*Interpretive Dance*
*Address:* JOSEPH J. SISCO, Assistant Secretary of State for International Organization Affairs

10:00 P.M.

PRESIDENT'S RECEPTION & DANCE

## SATURDAY, MARCH 19

9:00 A.M.

HE—Concepts: A Fresh Approach, Part I
*Health Training Needs of the Job Corpsmen*
PE—*Implementation of Titles I, II and III, Elementary and Secondary Education Act of 1965*
PE—Elementary School Physical Education
*Demonstration: Exploration—A Method of Teaching Movement*
R—Commission on Professional Preparation
*Why Recreation Accreditation*
DGWS—*Present Statement on Competition*
DMA—Athletic Training
*The Health Examination of the Athlete*
District and State Archivists and Historians

10:45 A.M.

PE—Elementary School Physical Education
*Demonstration: Conditioning Rounds—Tinikling, Tumnikling, and Advanced Tumbling*
R—Commission on Education for Leisure
*Recreation—A Weapon in the War on Poverty*
DGWS—*Officiating Services Area Consultation Hour*
DMA—Athletic Administration
*Effect of High Pressure Recruiting on Moral Fiber of High School Students*
SE—*New Steps in the Four Phase Driver Education Program*
D—Education Section
*Demonstration: Action at the Moment —The Use of Improvisation*
Professional Preparation, Physical Education
*Changes for Changing Times*
Phi Epsilon Kappa
*Fitness Beyond Muscle*

2:30 P.M.

Representative Assembly Open Discussion
*Association Issues Requiring RA Action*

2:45 P.M.

HE—Concepts: A Fresh Approach, Part II
*Experimental Curriculum in Action*
PE—Senior High School Physical Education
*Demonstration: Gymnasium Bowling and Golf*
DGWS—*The Relationship of GAA and WAA to Extramurals*
DMA—Winter Sports, Wrestling
*Takedown Counters and Counter-Attacks*
Outdoor Education and Camping Council
*Outdoor Recreation Skills in the Physical Education Program*
Student Section—*Major Ethical Problems*
Council for National Cooperation in Aquatics

4:15 P.M.

RECREATION DIVISION
*Demonstration of Performing Arts*

DIVISION FOR GIRLS AND WOMEN'S SPORTS
*Address:* BENNETTA B. WASHINGTON, director of Women's Job Corps

4:30 P.M.

Research Council Laboratory Equipment Demonstration

7:00 P.M.

CHICAGOLAND DEMONSTRATION

## SUNDAY, MARCH 20

9:00 A.M.

SECOND GENERAL SESSION
*The Meaning of a Liberal Education*—MORTIMER J. ADLER, director, Institute for Philosophical Research, Chicago

10:45 A.M.

HE—Professional Preparation
*Issues Upgrading and Strengthening Professional Preparation in Health Education*
PE—Junior High School Physical Education
*Are We Sitting Too Much?*
R—Commission on Research and Evaluation
*Report of the First National Conference on Research in Recreation*
DMA—Spring Sports, Track and Field
*Basic Fundamentals in Track and Field for Both Running and Field Events*
DMA—Winter Sports, Basketball
*Multiple Pressure Defense*
D—*Demonstration: Religion in Song and Dance*

12 NOON

Health-Safety Division Luncheon
*Youth Is Too Precious*—W. W. BAUER, M.D., Chicago
Dance Division Heritage Luncheon
*Honoree:* MARTHA HILL, Juilliard School of Music and Dance

2:15 P.M.

Midwest District Representative Assembly
HE—*Alcohol and Drugs: Education vs. Propaganda*
PE—*Improvement of Instruction*
R—Commission on Planning/Development
*The Role of the University in Developing Leisure Resources*
DGWS—Division Reports
DMA—Winter Sports, Gymnastics
*Demonstration: Programs in Schools and Colleges of Moderate Enrollment*
Student Section
*Problems Teachers Face at Various Levels of Experience*

4:00 P.M.

PE—Adapted Physical Education
*Who Should Be in an Adapted Physical Education Program*
R—Commission on Recreation Services
*Inter-relationship with the Total Community-School Education Program*
DMA—Fall Sports, Football
*Football—1966*
SE—*Injury Control Through Isometrics and Isotonics in Women's Competitive Sports*
Aquatics Section
*Kinesiology of Swimming*
International Relations Section
*Equal Opportunity in a World Grown Small*
Outdoor Education Project Report

5:00 P.M. Social Hours

8:00 P.M.

DIVISION OF MEN'S ATHLETICS
*The R. Tait McKenzie Lecture: The Mechanics of Athletics*—G. H. G. DYSON, director, Royal Canadian Legion, Sports Training Plan, Ottawa

DANCE DIVISION
*New Dimensions for Dance*—MARTHA HILL, Juilliard School of Music and Dance

9:30 P.M. All-Convention Square Dance

## MONDAY, MARCH 21

9:00 A.M.

HE—*The Development of Healthy Sexuality*
PE—*Scientific Foundations of Physical Education*
R—Commission on Trends/Developments
DGWS—*Readiness for Competition*
DMA—Winter Sports, Ice Hockey
*The Value of Ice Hockey as an Intercollegiate Sport*
SE—*Demonstration: Safety in Gymnastics*
Outdoor Education and Camping Council
*Meetings of Council Committees*
Teachers of History of Physical Education

10:45 A.M.

DIVISION OF SAFETY EDUCATION with DIVISION OF MEN'S ATHLETICS
*Forced Weight Reduction* — WILLIAM D. PAUL, M.D., State University of Iowa
*Heat Exhaustion*—ALLAN J. RYAN, M.D., University of Wisconsin

GENERAL DIVISION OFFICERS ROUNDTABLE MEETINGS

Division Elections

1:15 P.M.

PE—History and Philosophy
*Existentialism as an Influence in Physical Education and Sport*
PE—Elementary School Physical Education
*These Are Our Children*
DGWS—*Judging Women's Gymnastics: A Workshop*
DMA—Winter Sports, Badminton
Council on Equipment and Supplies
*An Evaluation of Wrestling and Gymnasium Mats*
Professional Preparation, Recreation
*Observations on Leadership Preparation*

2:45 P.M.

*HE—Community Health in Action*
PE—College Physical Education
*Projecting Physical Education into the Future*
R—*Recreation for the Ill and Disabled*
DMA—*Skiing*
D—Aesthetics Section
*Music-Dance Relationship Demonstration*
Council on Kinesiology
*Kinesiology in Action*

4:15 P.M.

HEALTH EDUCATION DIVISION
*Report: White House Conference on Health*—BERNARD I. LOFT, Indiana University
*Progress Report: Elementary and Secondary Education Act of 1965*—JOHN L. CAMERON, director, Administrative-Instructional Support Branch, U.S. Office of Education

PHYSICAL EDUCATION DIVISION
*Motor Learning and Education*—NEWELL C. KEPHART, Achievement Center for Children, Purdue University

7:30 P.M.

REPRESENTATIVE ASSEMBLY
Dance Division/International Relations Section Joint Demonstration
*Dances of Korea*
Women Students Gymnastic Club, University of Oslo, Norway

9:30 P.M. All-Convention Dance

## TUESDAY, MARCH 22

9:30 A.M.

GENERAL SESSION WORKSHOP
*THEME: The Role of Health, Physical Education, and Recreation in the World Today*
*CHALLENGE:* RUTH ABERNATHY, University of California, Los Angeles
*Round Table Discussions*
*How Does Health, Physical Education, and Recreation Face—*
I. *The Challenge to Authority*
II. *The Future—Our Children and Their Children*
III. *A Changing Society*
IV. *A Shrinking World*
*OPPORTUNITY:* DELBERT OBERTEUFFER, Ohio State University

12:30 P.M.

FINAL GENERAL SESSION LUNCHEON
*Demonstration: Chicago Public Schools and Park District*
*Address: From Bloomers to Bikini*—MABEL LEE, AAHPER Archivist

## AAHPER A-GO-GO

Midwest friendliness and Chicago know-how provide the unbeatable combination for our All-Convention Socials. There will be fun and getting acquainted as soon as you arrive—you can't remain strangers in a crowded elevator or registration line—but official convention social life gets under way following the General Session Friday night with the President's Reception and Dance. Saturday evening after the gala Chicagoland Night Demonstration conventioners will have an opportunity to see Chicago night life on their own. Sunday evening features square dancing, sponsored by the Illinois State Association. Monday evening there will be both square and social dancing. During the convention there will be many special luncheons and college reunion functions . . . impromptu gatherings . . . unlimited opportunities to make new friends. The Final General Session All-Convention Luncheon on Tuesday, with good food and good fellowship, appropriately concludes the activities.

## CHICAGOLAND NIGHT

Our host city shows off on Saturday night with a spectacular "How We Do It" demonstration. Groups from public schools and parks of the Chicago area will participate in a variety of physical activities. Primary grade children through advanced classes of adults will demonstrate physical education activities such as dancing, conditioning activities, small equipment activities and apparatus, tumbling, and stunts, emphasizing progression in these activities. This will be an evening of interest and pleasure to all conventioners. The demonstration is scheduled for 7:00-9:00 p.m., leaving delegates free to spend the rest of the evening in Chicagoland.

## CONVENTION HEADQUARTERS

Our headquarters, the Conrad Hilton, is the largest hotel in the world. With over 3,000 sleeping rooms, a huge exhibition area all on one level, and numerous meeting rooms, it is one of the few single facilities that can accommodate AAHPER's growing convention.

## ASSOCIATION BUSINESS

All AAHPER governing bodies hold meetings in conjunction with the annual convention. The Board of Directors, which meets semi-annually, holds meetings for several days just prior to the convention. The Division Executive Councils also meet preconvention to consider Division business and items referred to them by the Board. The AAHPER Representative Assembly convenes as a body only once a year, and this meeting takes place Monday evening during the convention. Any member wishing to see the RA at work is invited to sit in on this session. The RA will elect the Association's new officers and consider business items and resolutions. All members may take part in Section and Division business sessions and elections.

## ASSOCIATION SERVICES

AAHPER's latest publications will be on display. Come by and browse and bring your professional library up to date.

The AAHPER Placement Service will also be open throughout the convention. Persons wishing to secure positions or hire personnel are urged to register early so there will be time to arrange interviews.

## EXHIBITS

Bigger and better than ever! Over 150 companies will be on hand to show you the latest in equipment, supplies, and teaching aids in our own AAHPER Super Mart. Visiting the exhibits is one of the most interesting and important parts of your convention experience. All your program needs are under one roof. Comparison is simple. Explanations are immediately at hand.

## HOSPITALITY PLUS

Special hospitality lounges will be located in the commercial exhibit area. Snack bars will be open for coffee breaks and quick lunches. Plan to make the lounge your headquarters between meetings. There will also be a special hospitality lounge for the wives of delegates. Activities and card parties are planned—plus a get-acquainted party on Friday.

## ESPECIALLY FOR STUDENTS

Wish you could hire an extra teacher . . . or bring top leaders in the field to your campus as guest lecturers? You can—by making the convention your classroom. Bring your student majors to Chicago for this unique educational opportunity. Special student activities start off with a social mixer Friday afternoon. Saturday afternoon Delbert Oberteuffer, Ohio State University, joins your staff with a discussion of *Major Ethical Problems*. Following his address the students will form small discussion groups with professional leaders acting as resource people. Sunday afternoon students will hear about *Problems Teachers Face at Various Levels of Experience* from Marjorie Souder, University of Illinois; Gil Magida, Elementary School, River Forest, Illinois; John E. Nixon, Stanford University; and Mary K. Beyrer, Ohio State University. Later in the day there will be a Student Social Hour featuring a sing-a-long with musical instruments. A Student Hospitality Lounge will be open throughout the convention. Students are, of course, welcome to attend all regular convention sessions.

## REGISTRATION

Registration opens at 6:00 p.m., Thursday, March 17. All persons registering for the convention must be members of AAHPER. Be sure to bring along your membership card. Registration fees are $6.00 for members, $1.50 for student members. A membership desk will be open for those who wish to join AAHPER at convention. Guest registration will be available for families.

## HOTEL RESERVATIONS

The Conrad Hilton Hotel is our headquarters and is the only hotel with special convention rates. Any member wishing to stay at another hotel or motel should make reservations directly with that facility. Special rates at the Conrad Hilton are: Singles—$9.50-10.50-11.50; Twins and Doubles—$15.50-16.50-17.50. Reservations should be sent to the Conrad Hilton Hotel, Michigan Boulevard, 7th to 8th Street, Chicago, Illinois 60605. Be sure to indicate names of all parties, arrival and departure times, kind of room and rate.

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Fred Stoffel or Robin Dorr

FOR RELEASE ON OR AFTER
March 4, 1966

Briefs from the "NEA Journal"

School Dropins and Adult
Education on the Rise

WASHINGTON, D.C.--School dropins are rapidly becoming the "in" thing to do throughout the United States and hundreds of public schools are offering day, night, or Saturday classes to young and old adults who want everything from a high school diploma to a course in Swahili.

J. Richard Smith, assistant superintendent, adult education, Los Angeles city schools, surveys the school dropin trend in an article featured in this month's "NEA Journal," official publication of the National Education Association.

Many of the returnees were former dropouts, Smith reports. Many are housewives, senior citizens, expectant mothers, unemployed, or handicapped. The classes offered range from vocational courses--machine tool design, meat cutting, practical nursing--to Japanese art, seamanship, and parent education.

Federally allocated funds have greatly assisted the development of these adult education courses, Smith explains, and with increased enrollments and budgets for this purpose "some adult schools are making exciting innovations."

The danger lies, the author warns, in too rapid an expansion of interest in adult education. "The consequent complexity of the curriculum and the rapid expansion of adult education constitute problems that must be solved in order to forestall the possibility that large numbers of the dropins will become dropouts--many of them for the second time," Smith concludes.

# # #

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Different Learning Styles Important
To Good Teaching, Educator Stresses

WASHINGTON, D.C.--In spite of the current interest in teaching techniques, some of our educational ills may stem from child learning habits, according to the current "NEA Journal," official publication of the National Education Association. Frank Riessman, associate professor, department of Psychiatry, Yeshiva University, Bronx, N.Y., claims there are three learning techniques--visual (reading), aural (listening), or physical (doing things). Each child adopts his own style by one or a combination of all of these techniques. "The challenge to every teacher is first how to identify the learning strengths in his pupil, then how to utilize them to overcome weaknesses. This is the central problem in the strategy of style," Riessman observed.

# # #

Educational Innovations Still Include
Concepts, Discovery, Curiosity

WASHINGTON, D.C.--In the rush to try out new educational techniques and broaden teaching systems, there is a tendency to accept as new orthodoxies innovations that may not live up to their promise, according to Bernard Z. Friedlander, writing in the current issue of the "NEA Journal," official publication of the National Education Association.

Three powerful ideas in education--concepts, curiosity, and discovery--this research psychologist reports, may be misinterpreted in the race toward "innovations." "Education must continue to be directed toward concepts and ideas," he writes, but not at the risk of overlooking the learning of basic facts, the mechanics of the subject. The myth that all children are bundles of curiosity should be viewed with caution too. Some are curious, some not, and it is the teacher, ultimately, who must prod each child's curiosity according to individual depth and interest level. Another error is the assumption that a child learns more, and faster, from his own discovery of a fact or concept. A child's own discovery of a truth may very well impress him more deeply, but this could be a distinct disadvantage if the child has

(More)

"discovered" an untruth. "The modern teacher must play an active part in deciding how and what to teach, adapting each decision to the needs of the moment as the learner comes to understand what he previously did not comprehend," Friedlander concludes.

# # #

Domestic Teacher Exchange Program
Accepted by Many Teachers, Poll Shows

WASHINGTON, D.C.--Nearly 64 percent--5 out of 8--of a group of 340,000 teachers surveyed expressed an interest in a voluntary domestic exchange program, according to a Teacher-Opinion Poll published in the current "NEA Journal," official publication of the National Education Association.

The survey showed that 1 out of 5 would definitely be interested in a teacher exchange program that would allow them to teach in another section of the country for a period of a year. The rest were interested "under the right conditions." Men teachers were a little more venturesome than women, and a higher proportion of secondary than elementary teachers were in favor of the program.

Geographically, the survey shows, teachers in Northeastern states were more inclined to take part in the program than those in Southeastern states. Another facet of the survey indicates that 72 percent of those who indicated an interest in the exchange program had never taught in other states. This percentage was almost identical for men and women teachers.

# # #

Special Learning Problems
Of Deprived Children Reviewed

WASHINGTON, D.C.--Imprisoned in a world of poverty, indifference, too much competition, and too little love and attention, the classroom is sometimes the only source of emotional security for economically deprived children.

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Special Learning Problems
Of Deprived Children Reviewed



The special learning problems of deprived children are covered in an article by Dr. Irving N. Berlin, professor of psychiatry and head, Division of Child Psychiatry, University of Washington School of Medicine, Seattle. Dr. Berlin, writing in this month's "NEA Journal," official publication of the National Education Association, reviews the numerous emotional, spiritual, and physical ways a child may suffer from overcrowding, under-loving, and lack of the kinds of intellectual stimulation enjoyed by middle-class youngsters. The very predictability of class schedules, rules of behavior, limitations of time, and requirements of minimum class work can provide the underprivileged child with some semblance of order. Hyperactive children or passive and lethargic children--both products of the slum--often find outlets in competitive games and class activities.

# # #

3/4/66

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FOR IMMEDIATE RELEASE

New Program To Help Schools Improve
Announced Today by NEA Division

WASHINGTON, D. C., March 3--Behavioral scientists and educators at seven universities are working together to find how school systems can create new conditions that help students to learn better and teachers to teach better.

The National Training Laboratories, a division of the National Education Association, is coordinating the inter-university project entitled "Cooperative Project for Educational Development." This program is funded by the United States Office of Education through the University of Michigan's Institute of Social Research.

The seven universities will collaborate in developing experimental projects with selected school districts in the metropolitan areas of New York, Boston, Detroit, and Chicago. The universities are Teachers College, Columbia University, Yeshiva University, and Newark State College in the New York area; Boston University and Lesley College in Boston; the University of Chicago; and the University of Michigan.

The university teams are exploring ways to reduce the lag that exists between the development of new knowledge about how to educate and the actual use of the knowledge in better educational programs.

The teams are inviting 20 school districts in the four metropolitan areas to collaborate in planning local experimental projects to improve educational

(More)

practices. A major task will be to determine what attitudes and what skills teachers and administrators need to develop in order to improve the school system.

Beginning next summer inservice training programs will be provided at each metropolitan center and at NTL's National Training Laboratories at Bethel, Maine, for teachers and administrators who are taking part in improvement efforts.

A school system project might involve reorganizing the relationships between faculty and administrators or establishing processes to encourage better curriculum planning. A classroom improvement effort might involve the degree to which teachers encourage pupils to teach one another.

The present contract calls for three years: a year for planning and review of relevant experience and two years of inservice training and action research in school systems.

The project grew out of work of the NTL Committee on Education: Ronald Lippitt, University of Michigan; Paul Buchanan, Yeshiva University; David Jenkins, Temple University; Dorothy Mial, NTL; Matthew B. Miles, Teachers College; Don Orton, Lesley College; Herbert Thelen, University of Chicago; and Goodwin Watson, Newark State College.

# # #

3/3/66

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3/1/66

FOR IMMEDIATE RELEASE

AACTE Takes Lead as "Initiator of
Change in Teacher Education" at Meeting

WASHINGTON, D.C. (SPECIAL)--The American Association of Colleges for Teacher Education (AACTE)--stronger than ever with 734 member institutions--accepted a mandate to be "initiators of change in teacher education" during its 18th annual conference in Chicago (Feb. 16-19), and announced its intention of delving into a new study of international education.

The mandate was given by outgoing AACTE president Evan R. Collins, president of the State University of New York at Albany, who told conference participants that the association must accept greater responsibility for the direction, intent and purpose of changes in teacher education, adding:

"Educators have a new commitment to use their God-given intelligence as a tool for the solution of world problems. They must teach themselves so they may teach others to use the mind in all its untrammeled strength."

Pushing forward with renewed vigor after accepting 45 more colleges and universities as members, the AACTE also:

- Unveiled plans for its new project to conduct a comprehensive study of the education of American teachers in the field of world affairs under the direction of Harold Taylor, former president of Sarah Lawrence College. Taylor in 1963 directed an experimental world college project in cooperation with 22 United Nations countries.

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**Note to Editors and Correspondents:** Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

- Warned educators, through its own legislative consultant, Edwin Adkins, against "being too concerned with education-by-grant" now that the Federal government has provided billions of dollars for education on every level.
- Honored teacher training institutions for outstanding programs in teacher education, presenting Distinguished Achievement Awards to five colleges and universities and certificates for programs of excellence to 37 others.

Details of the international education project were given by Dr. Taylor at a meeting of the AACTE's Committee on International Relations, instigator of the study.

Taylor will conduct the study with a $64,000 grant from the U. S. Office of Education. He will visit a cross-section of colleges and universities from coast to coast to examine the education of teachers at first hand, by attending classes, conferring with students, teachers and education officials. He is scheduled to make public his findings and recommendations early in February 1967.

In an interview during the Chicago meeting, Taylor deplored the fact that the typical current teacher education program "draws students from a middle class society, puts them through a four-year middle class curriculum, and they in turn teach middle class students." There is no opening into the outside world, he said.

"The American teacher lives at the nerve center of the country's political and intellectual life and has it within his power to make vivid to his students and the community the nature and reality of world society," Taylor declared.

"Without that sense of reality, Americans have no way of knowing how to respond to what they hear about world events or how to think about what America is doing in international affairs."

Taylor will have as an Advisory Committee three scholars of special distinction in the field of world affairs--Dr. Daniel Boorstin, professor of American history, University of Chicago; Harris Wofford, associate director of research and

(More)

evaluation of the Peace Corps; and Brian Urquhardt, assistant to the secretary general of the United Nations.

Like Taylor, Dr. Adkins demanded a greater sense of reality. Now on leave as academic vice president at Indiana State University, Terre Haute, Adkins, in a general session speech criticized the way some institutions are leaping before they look in submitting applications for grants for education programs. He said he "regretted that too often today we are concerned with education by grant, which results in a tremendous time involvement for each institution and in brinkmanship education."

The fiscal nature of grant programs, Adkins submitted, results in short-term planning for long-term goals with little concern for institutional objectives. Instead the concern is "how can we effectively second-guess the Office of Education and get the grant?"

He pointed up the fear that the potential standardization of approach for grants may ultimately result in the standardization of program. "We have long held to the concept that 'through diversity lies strength,'" he said, adding:

"It seems clear that a new establishment in education has been or is in the process of being born, and this new establishment is located at the Federal level, with billions to spend and the political power to make it stick. The new member of the new establishment is not an educator in the traditional mold; rather he sees education as an instrument of national policy."

Adkins said that in making such statements he was neither condemning nor praising, but "merely saying that the new establishment is there and we must deal with it." Most of the recent education legislation is "disarmingly simple," he continued, but said that unless probing questions are raised by educators "do we not run the risk of leaving the initiation of educational policy to expediency and its evaluation to the press agent?"

(More)

Suggesting courses educators in general and AACTE in particular should follow, Adkins said that as the organization speaking for teacher education, the AACTE should become "the seed bed for ideas, the generators of innovation to the point that we are involved intimately at the inception of policy, not merely at the second or third implementation level. We must re-think our position, bring to bear the best brains at our command. Leadership, then, rather than followship, might well be the result."

In its second year of citing outstanding programs of teacher education, the AACTE singled out Central Missouri State College of Warrensburg, Mo., as recipient of the 1966 Distinguished Achievement Award. President Warren C. Lovinger accepted the award on behalf of his institution. The college was honored for its Inner City Teacher Education Project, carried on in cooperation with the Kansas City Public Schools, which prepares teachers of the culturally different child.

The four finalists in this year's competition, which included entries from colleges and universities in 22 states, were: Syracuse University, New York; Western Michigan University, Kalamazoo; Dominican College of San Rafael, Calif.; and Seton Hall University, South Orange, N. J.

John E. King, president of Kansas State Teachers College in Emporia, took office as president of the association at the closing session. Dr. King had served this past year as president-elect. Elected as president-elect was John Emens, president of Ball State University, Muncie, Ind.

Other officials elected were: Ralph W. Cherry, dean, School of Education, University of Virginia, and Nathaniel H. Evers, director, School of Education, University of Denver, to three-year terms on the AACTE Executive Committee.

The association will meet in Chicago again next year, Feb. 15-18.

# # #

3/1/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

March 1, 1966

MEMORANDUM TO: Editors and Broadcasters

Oregon's Governor Mark Hatfield is scheduled to speak at the annual convention of the Department of Elementary School Principals (DESP) when it meets in Portland, March 19-23.

Hatfield will be the guest of honor at the closing banquet session in the Grand Ballroom of the Portland Hilton Hotel, Wednesday evening, March 23. The Governor will be addressing approximately 4,000 elementary school principals who will be coming from all over the country to attend the convention.

Prime emphasis of the meeting will be on down-to-earth discussions of the principal's job--what training he needs, what his functions are, what he can do to become a better educator and administrator.

Since the job can best be understood within the broad concept of elementary education, the first two general sessions of the convention will seek to clarify some of the basic issues which confront leaders at this level.

John I. Goodlad, professor of education and director of the University Elementary School at the University of California, Los Angeles, will look at the changing role of elementary education during the opening session in Portland's Memorial Coliseum, Sunday afternoon, March 20.

A six-member panel of educators will discuss "How Good Are Our Schools?" at the second general session Sunday evening. Three members of the panel will serve as interviewers. They are: Mrs. Elizabeth Koontz, president of the Department of Classroom Teachers of the National Education Association; William Forsberg, principal of the Sunny Hollow School in Minneapolis, Minn.; and Mrs. Fred Paul of St. Paul, Minn., president of the National School Boards Association.

Responding will be three other panelists--Melvin Barnes, Portland's superintendent of schools; Dr. Goodlad; and Ralph W. Tyler, director of the Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.

Thomas P. Lantos, professor of economics and director of international programs for California State Colleges, will address the general session Wednesday morning on the topic "Free Profession in a Free Society."

A press office will be located in Memorial Coliseum for the convenience of writers wishing to cover the meeting. A copy of the convention program will be available upon request.

Sincerely,

M. Ruth Broom

M. Ruth Broom, Convention News Editor
Division of Press, Radio, and Television Relations

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Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

"Real World" New Teachers Find
Drives Many Out of Profession

WASHINGTON, D. C., March 1--The real world of the beginning teacher is too frequently a far cry from what he expected.

The result? A beginning-teacher dropout problem with more than half of those who receive certificates each June gone from teaching two years later.

This waste of trained talent--and what lies behind it--are explored in a new publication of the National Commission on Teacher Education and Professional Standards (NCTEPS) entitled "The Real World of the Beginning Teacher."

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The authors outline the confusions plaguing many beginning teachers: unrealistic career expectations fostered by the colleges that prepared them; overcrowded classrooms and apathetic students; lack of help from their colleagues, their supervisors, their administrators; misassignment; meager teaching materials, rigid seniority rules, heavy extraclass and playground duties; a blizzard of paperwork.

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And they sometimes take the new teacher right out of the profession.

Professor of Education Robert N. Bush, of Stanford University notes that over half of those now in their first year of teaching will not be teaching five years from now, and furthermore:

(More)

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What is the solution? The contributing authors suggested several:

Less rosy glow and more realism in the courses and other preparation given by teacher education institutions; "really close" collaboration between the colleges turning out future teachers and the school systems hiring them; better-planned student teaching under topnotch supervision; a recognition by all hands that the beginning teacher is a beginner and not a full-fledged professional and that he needs much personal assistance and plenty of time to develop his own teaching style.

As NCTEPS officials declare in the preface and introduction to the report: "A new teacher should not be left to the isolation of his own classroom, to succeed or fail depending on his ability, ingenuity, and resilience. He should not be pressured into certain approaches to teaching merely because of the prevailing system or an imposed climate...constructive action is needed to make the real world of the beginning teacher more habitable."

Authors of papers in "The Real World of the Beginning Teacher" include Professor Bush; Miss Kaufman; Mr. St. Germain; Professor Henry J. Hermanowicz of Illinois State University, Normal; Classroom Teacher Linda Bergthold of Brookline, Mass., formerly of the Peace Corps; Professor Arthur T. Jersild of Teachers College, Columbia University; Professor Dan C. Lortie of the University of Chicago; Classroom Teacher Eugene Schipman of Denver, Colo.; and Professor Edward T. Ladd of Agnes Scott-Emory University, Atlanta, Ga.

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NOTE: For press use only, a copy of "The Real World of the Beginning Teacher" may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036. For other purposes, copies of the 90-page paperback book may be purchased for $2 each from NEA Publications Sales at the above address. Payment must accompany orders for $2 or less.

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FOR IMMEDIATE RELEASE

"Real World" New Teachers Find
Drives Many Out of Profession

WASHINGTON, D. C., March 1--The real world of the beginning teacher is too frequently a far cry from what he expected.

The result? A beginning-teacher dropout problem with more than half of those who receive certificates each June gone from teaching two years later.

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FOR IMMEDIATE RELEASE

Grants for Mentally Retarded Are
Administered by NEA Department

WASHINGTON, D. C., Mar. 1--The American Association for Health, Physical Education, and Recreation today announced grants totaling nearly $90,000 for programs to help mentally retarded children achieve physical fitness.

Six pilot demonstration schools and 3,000 mentally retarded children are participating in the three-year Project on Recreation and Fitness for the Mentally Retarded. Funds come from the Joseph P. Kennedy, Jr., Foundation. The administering association, AAHPER, is a department of the National Education Association.

Grants to the six schools will be made over a 3-year period. Each school will conduct a five-day-a-week instructional program in physical education for the mentally retarded along with supplementary recreational activities.

"The pilot schools will help us provide assistance to those programming physical education for mentally retarded children in our schools," Carl A. Troester, Jr., executive secretary of AAHPER, says. "Projects are set up so that the various aspects can be evaluated and the findings passed on to other schools. We expect teachers and recreation leaders throughout the country to visit the centers."

The project is now calling for other applicants to take part in similar programs for the next two years (1966-68). Schools may apply for up to $5,000 in grants, but must match the amount requested dollar for dollar from their own funds. Applications

(MORE)

**Note to Editors and Correspondents:** Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

must be in by May 1. Information may be requested from Robert L. Holland, project director, 1201 16th St., N. W., Washington, D. C. 20036.

The present participating schools with names of program personnel:

- Boulder Valley Schools Re2, Boulder, Colorado; Dr. E. G. Burnkrant, Superintendent of Schools; Earl Burrows, Supervisor of Health, Physical Education and Athletics; Dr. John J. Hunt, Supervisor of Special Education.

- Hamilton City School District, Hamilton, Ohio; Dr. Lester L. Dickey, Superintendent of Schools; James Grimm, Director of Health, Physical Education, and Recreation.

- Ridley Township School District, Folsom, Pennsylvania; Dr. Robert B. Donato, Superintendent of Schools; Dr. John W. O'Brien, Assistant Superintendent of Schools; Anthony Mannino, Psychologist.

- Seattle Public Schools; Mr. Forbes Bottomly, Superintendent of Schools; William Harroldson, Director of Health, Physical Education, and Recreation; Roy Howard, Director of Special Education.

- Walworth County Special School for Mentally Retarded Children, Elkhorn, Wisconsin; William Lewis, Director of Special Services.

- St. Coletta School, Jefferson, Wisconsin, Sister Mary Theodore, O.S.F., Superintendent; John Obenstein, Director of Rehabilitation.

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